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ABSTRACT

Seven papers are presented which illustrate model programs and research on providing vocational services to students with disabilities. "Project WorkAbility: California's Successful Transition Program for Secondary Students" (Deborah Henderson) describes locally controlled transition projects involving interagency collaboration and statewide partnerships with industry. "Exemplary Career/Vocational Education Programs for Special Populations" (Thomas Wermuth and Carolyn Maddy-Bernstein) describes the characteristics of exemplary special needs programs and effective practices in vocational education, as identified by the Technical Assistance for Special Populations Program (TASPP). "Affective and Cognitive Factors in Selecting AIDS Materials" (Janice Ferguson et al.) analyzes 12 pamphlets on acquired immune deficiency syndrome (AIDS) for content and readability appropriate for mildly handicapped secondary students. "A Portrait of 'Futures' Clients and Their Instructional Needs" (Colin Laine) examines cognitive style of severely disadvantaged and disabled youth in an employment training program. Other papers include "The Job Training and Tryout Research Project: Findings from a Five-Year Descriptive Study of the Transition and Postsecondary Adjustment of Young Adults with Mild Disabilities" (George Tilson, Jr. and Elvie Germino Hausken); "Facilitating Successful Vocational/Special Education Programs for Mildly Handicapped Adolescents through Collaborative Consultation with Parents" (Linda Elksnin and Nick Elksnin); and "How Can We Help? Services, Activities, and Materials Available from TASPP" (Carolyn Maddy-Bernstein). In addition, abstracts of other presentations are provided, covering the topics of rural service delivery, vocational assessment, instructional strategies, employment training, collaboration, and transition. An appendix contains a criteria checklist for evaluating AIDS curriculum materials. References accompany each paper. (JDD)

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LIFE OPTIONS

For Exceptional Individuals

Fifth International Conference of the Division on Career Development

A Division of the Council for Exceptional Children

October 12 - 14, 1989
American Hotel
Atlanta, Georgia

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LIFE
OPTIONS

For Exceptional Individuals

Fifth International Conference
of the Division on Career Development

A Division of the Council for Exceptional Children

Conference Proceedings

Co-chairs:
Marlene A. Dick, Ed.D.
Frank Elrod, Ph.D.

October 12 - 14, 1989
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INTRODUCTION

The seven papers included in these conference proceedings provide an overview of the presentations made at the Fifth International Conference "Life Options for Exceptional Individuals". They illustrate some of the model programs and research that were presented at the conference and that provide services to students with disabilities throughout the field.

The first paper, by Linda and Nick Elksnin, describes a collaborative consultation model in which parents and teachers cooperatively solve problems involving vocational assessment, the vocational component of the IEP and transition plans. The second paper, by Deborah Henderson, describes a transition program which provides employment training to secondary and post-secondary students with disabilities.

Thomas Wermuth and Carolyn Maddy-Berstein describe research which has identified components of exemplary vocational education programs serving special needs youth and adults in the third paper. The fourth paper, by George Tilson and Elvie Germino Hausken, provides results of a study to determine variables that had significant bearing on students' performance during job training and successful transition from school to work.

The next two papers address related factors to preparation of individuals for life options. The paper by Ferguson, Kersting and Nicholson describes their analysis and development of materials that would be appropriate in teaching facts about AIDS to secondary students with disabilities. Colin Laine provides research findings concerning testing data which translates to counseling and instructional strategies for disadvantaged adolescents.

The last paper by Carolyn Maddy-Berstein describes resources available to educators through the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education. This paper is followed by a listing of all the presentations at the conference, presenters and a brief abstract.

Facilitating Successful Vocational/Special Education Programs for Mildly Handicapped Adolescents Through Collaborative Consultation with Parents

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Abstract

Parental involvement is critical to ensure the development of appropriate vocational and special education programming for mildly handicapped adolescents. Collaborative consultation is a model in which the teacher-consultant and the parent-consultee cooperatively solve problems through their shared expertise. This model enables special educators to meet PL 94-142 and PL 98-524 mandates. A nine step behavioral consultation model is described which facilitates collaborative consultation between parent and special educator. Opportunities for implementing collaborative consultation during vocational program planning are described. These opportunities include consultation sessions designed to inform parents of vocational opportunities, plan vocational assessment and collect vocationally relevant information, develop the vocational component of the individualized education plan, and develop plans for transition from school to employment or postsecondary training.

FACILITATING SUCCESSFUL VOCATIONAL/SPECIAL EDUCATION PROGRAMS FOR MILDLY HANDICAPPED ADOLESCENTS THROUGH COLLABORATIVE CONSULTATION WITH PARENTS

The importance of parental involvement in the education of handicapped children has long been acknowledged by special education professionals (Kroth & Simpson, 1977; Heward, Dardig, & Rossett, 1979). Students whose parents are involved in their education tend to make greater gains in school and parents can ensure that academic and social skills generalize from school to home settings (Simpson, 1982; Turnbull & Turnbull, 1985). The importance of parental involvement is further underscored by legal mandates set forth in the Education for All Handicapped Children Act (i.e.,PL 94-142, 1975). Much of the literature has focused on the effects of parental involvement on the education of young handicapped children. We contend that parents are instrumental in ensuring that older mildly handicapped students are provided with appropriate career and vocational education. The Carl D. Perkins Act (i.e., PL 98-524, 1984) includes provisions for the involvement of parents in the vocational education of their handicapped children:

> Each local educational agency shall . . . provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before

> the students enter the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs" (p. 2454).

In the remainder of this paper we will describe the collaborative consultation model and discuss ways this model can be utilized by parents and professionals when planning vocational programs for mildly handicapped adolescents.

Collaborative Consultation in Special Education

Dissatisfaction with special education identification practices and services provided for handicapped children has led to a renewed interest in school-based consultation (Friend, 1984; Haight, 1984; Nevin & Thousand, 1986). The primary goals of consultation are to solve presenting academic and behavior problems and to increase the skills of the consultee so that he or she can respond appropriately to similar problems in the future (Gutkin & Curtis, 1982). Recently, collaborative consultation between special and general education teachers has been advocated as a process which facilitates the successful mainstreaming of handicapped students (Adamson, Cox, & Schuller, 1989, Huefner, 1988; Stainback & Stainback, 1988; Zins, Curis, Graden, & Ponti, 1988). Collaborative consulation is defined as "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (Idol, Paolucci-Whitcomb, & Nevin, 1986, p. 1). When collaborative consultation occurs, both consultant and consultee assume the role of problem-solver (Elksnin & Elksnin, 1989).

Engaging in Collaborative Consultation with Parents to Effectively Plan Vocational Education Programs

The vehicle for working with parents in educational settings is the parent-teacher conference. Traditionally, the special education teacher has assumed the role of expert during the conference. During collaborative consultation, the teacher-consultant relinquishes the role of expert and accords the parent-consultee equal status. Both the consultant and consultee are recognized as having areas of expertise which will be shared during consultation. Rather than assume a passive role, the parent becomes actively involved in the consultation process and retains the right to reject consultant suggestions. Ely, Conoley, and Rosenthal (1985) stress that teachers must acknowledge three assumptions if they wish to enter into collaborative relationships with parents. First, most parents are concerned about their handicapped child's welfare to a greater degree than any professional. Secondly, parents have useful information about their child that professionals do not possess. Finally, when all the important individuals in the child's life become involved in the educational planning process, the handicapped child's needs are better met.

Although collaborative consultation primarily has been used by regular and general educators to solve academically-related problems, we propose that special educators at the secondary level adopt collaborative consultation as a model for working with parents to plan mildly handicapped adolescents' vocational programs. Educators can implement collaborative consultation with parents using a nine-step behavioral model described by

Heron and Harris (1987).

Step One: Preentry

Although proponents of collaborative consultation caution against steering the consultee down a path in accordance with a preestablished agenda, some planning is critical. During the preentry stage, the consultant examines his or her perceptions toward the problem-solving situation. For example, the teacher-consultant may discover that she has ambivalent feelings about the parent; or that she is intimidated by the parent's social position in the community but she feels the parent has unrealistic vocational goals for his educable mentally retarded son. During the preentry step, the teacher-consultant formulates a plan for working collaboratively with the parent-consultee.

Step Two: Entry

There are several goals during the entry step of consultation. Of paramount importance is for the teacher-consultant to establish rapport with the parents. The consultant attempts to establish an open, trusting relationship. At this point, the consultant should explain the collaborative problem-solving process and let the parent know that he or she is an equal and highly valued participant during consultation. For example, the teacher-consultant might stress that the parent-consultee is able to provide information about the handicapped student's long-term and short-term outside interests which may provide clues regarding the student's career and vocational interests.

Step Three: Gathering Information

Because the model proposed by Heron and Harris is of a behavioral nature, information gathering is dependent upon defining target behaviors which are observable, measurable, and defined in such a way as to increase the probability of agreement between observers (Alberto & Troutman, 1986). Of specific interest is the collection of data related to the type, frequency, magnitude, or duration of the problem. For example, during consultation a potential problem behavior identified by teacher and parent is "chronic tardiness." The teacher-consultant and the parent-consultee both express concern that this behavior may adversely affect the mildly handicapped adolescent's ability to gain and retain employment. Collection of data may include the number of times the student arrived late for class during the last nine week grading period. At the same time, the parent may agree to count the number of times the student failed to show up on time for family appointments (i.e., meals, visits with relatives, etc.).

Step Four: Defining the Problem

This step is the most critical component of the process. Without accurate problem-identification, problem resolution becomes impossible. The problem (e.g., unrealistic career goals, chronic tardiness) as initially perceived by either the teacher-consultant and parent-consultee may not be the problem identified during collaborative consultation. In some cases, several potential problems are identified which may need to be prioritized. For example, during consultation several problems may be identified as adversely affecting the student's vocational education: poor job-related academic skills, low level of motivation, and inability to accept criticism. It becomes the job of the teacher-consultant and parent-consultee to decide which of the identified problems should be solved first. Prioritization may be made based upon impact level, feasability, or relatedness (Elksnin & Elksnin, 1989). The degree to which problem resolution positively affects the vocational education of the mildly handicapped student is the impact level. Feasability refers to the probability for successful resolution of the problem. Relatedness acknowledges the fact that some problems represent "behavioral clusters;" when one problem is resolved there is a spill-over effect to other related areas. For example, increasing the student's level of motivation may result in a concomittant improvement in job-related social skills performance.

Step Five: Determining Solutions

Once the problem(s) has been correctly identified, the teacher and parent collaboratively generate solutions. In the case of the previous example, the teacher-consultant and parent-consultee may develop a plan which involves the teacher providing instruction in job-related social skills such as accepting negative feedback, asking for help, and maintaining conversation and the parent creating situations at home which require use of the newly taught social skills. Heron and Harris suggest that the "doctrine of least restrictive alternative" (i.e., choose the most powerful, but least intrusive intervention) govern choice of solution.

Step Six: Stating Objectives

The objective generated by the teacher-consultant and the parent-consultee should include these components: the target behavior, the conditions under which it will occur, and the criteria for acceptable performance:

> The student will come to class and to family activities

> at preestablished arrival times when provided with a behavioral contract 100% of the time on 7 consecutive days.

In the above example, the behavior is "come to class and to family activities at preestablished arrival times;" "when provided with a behavioral contract" forms the conditions, and "100% of the time on 7 consecutive days" constitutes the criteria for acceptable performance.

Step Seven: Implementing the Plan

During this phase in the process, the teacher-consultant and the parent-consultee reach consensus with regard to how and when the plan will be implemented and who will be responsible for components of the plan. For example, the teacher and parent may decide to develop a contract with the student's input the next afternoon. The teacher may agree to monitor the student's "on-time" behavior for the next 5 days at school and the parent may agree to record "on-time" behavior at home for 5 days. The teacher and parent agree to meet on day six to evaluate the student's performance.

Step Eight: Evaluating the Plan

Evaluation becomes a relatively easy task if the objective includes criteria for acceptable performance and the plan includes provisions for on-going data collection. In the case of our example, teacher-consultant and parent-consultee easily can determine if the student has come on-time to classes and family activities with 100% accuracy for 5 consecutive days.

Step Nine: Terminating Consultation

Consultation is not terminated until both the teacher-consultant and the parent-consultee agree to end the process. Termination should be a positive activity, with both parties satisfied with regard to the outcomes of the consultation process. Teachers should be sensitive to the parent's need for ongoing support and should provide it until the parent feels that the consultant's services are no longer needed.

Opportunities for Collaborative Consultation with Parents During Special Education/Vocational Program Planning

At various points during the special education referral, assessment, and placement process as delineated by PL 94-142 there are opportunities to involve parents. Similarly, parental involvement becomes critical during vocational assessment, planning, and program implementation as outlined by PL 98-524. Table 1 includes parent-teacher collaborative consultation opportunities during special education and vocational program planning.

Vocational Opportunities Information

Just as parents are informed of special education services provided under PL 94-142; parents must be made aware of vocational opportunities and program requirements for their mildly handicapped child under PL 98-524. This Perkins mandate can be expanded from an informational session to a collaborative consultation conference. The teacher-consultant may begin the conference by saying that she would like to tell the parent-consultee about vocational training programs available in the district and that she would like to work cooperatively with the parent to identify an appropriate vocational program for the mildly handicapped student. If parents previously

OPPORTUNITIES FOR COLLABORATIVE CONSULTATION WITH PARENTS DURING SPECIAL EDUCATION/VOCATIONAL PROGRAM PLANNING

PL 94-142	PL 98-524
SCREENING/CHILD FIND * Parents informed of EHA programs available.	VOCATIONAL OPPORTUNITIES INFORMATION * Parents informed of vocational opportunities and program requirements (by 9th grade).
ELIGIBILITY * Assessment by multidisciplinary team (including parents) to determine if child is handicapped.	* Assessment of interests, abilities, and special needs for successful completion of vocational program.
INDIVIDUALIZED EDUCATION PLAN * Plan developed to meets student's needs, including: - academic needs - behavior needs and through provision of - related services	VOCATIONAL COMPONENT OF IEP * Plan developed to enable student to successfully complete vocational program via adaptation of: - curriculum - instruction - equipment/facilities and through provision of - guidance, counseling, and career development activities
	TRANSITION FROM SCHOOL TO POST-SECONDARY EMPLOYMENT AND CAREER OPPORTUNITIES * Counseling services designed to facilitate transition.

Table 1. Opportunities for Collaborative Consultation with Parents During Special Education/Vocational Program Planning

were not involved in on-going career development planning, this conference might focus on identifying the parent's career/vocational expectations for the student and parent-perceived barriers to career/vocational goals. An interview form such as one developed by Project VOC-AIM (1982) could be used to provide structure during the conference. Relevant questions might include the following:

* What kind of high school program would you like your child to take?
* What kind of skills would you like your child to learn in school (e.g., math, reading writing, spelling, job-seeking skills, job keeping skills, etc.)?
* If a 1/2 day class-1/2 day work program was recommended for your child during high school would you consider such a program?
* What do you see your child doing after high school? (e.g., college, junior college, military, trade school, skilled employment, semi-skilled employment)
* List two jobs at which you think your child could enjoy and succeed. (Project VOC-AIM, 1982, p. 92).

Vocational Assessment

Collaborative consultation enables parents and educators to share knowledge or to obtain diagnostic information. PL 94-142 ensures that assessment information be gathered from a variety of sources, including parents. The purpose of vocational assessment is to effect a match between the handicapped student's preferences, interests, and abilities and the world of work. The Carl D. Perkins Act mandates the assessment of the handicapped student's interests, abilities, and special needs for the successful completion of the vocational program. The types of information which can be gathered during the vocational assessment process include medical information, educational information, personal/social information, interests, work habits and attitudes, and aptitude information (Sitlington, 1980). A rehabilitation model of vocational assessment may be adopted which includes the administration of work samples, dexterity and coordination tests, and vocational counseling in a comprehensively equipped vocational evaluation center (Southern, Raley, & Peterson, 1981). An alternative model is curriculum-based vocational assessment which seeks to match the existing vocational curriculum with the handicapped student's interests and abilities (Albright & Cobb, 1988; Ianacone & Leconte, 1986; Stodden, Ianacone, Boone, & Bisconer, 1987). Parents can provide valuable information regarding the handicapped student's vocationally-related interests and abilities. Collaborative consultation between parent and teacher can serve as the vehicle for developing an individual vocational evaluation plan for the mildly handicapped adolescent. The cooperatively developed plan might include these components: assessment questions, assessment methods, resources, plan evaluation, assessment results.

Vocational Component of the Individualized Education Plan

Parent input in the development of the handicapped student's individualized education plan (IEP) is required under PL 94-142. Parents also should be involved in developing a plan to enable the handicapped student to successfully complete the vocational program as mandated by PL

98-524. The Perkins Act specifies that adaption of curricular, instructional, and/or equipment/facilities by vocational education may be required to ensure program completion. Parents' knowledge of their adolescent's abilities will enable the teacher-consultant to identify areas requiring adaptation.

Facilitating Transition

Although PL 94-142 requires review of the IEP on at least an annual basis, the issue of transition from school to post-secondary settings is not addressed directly by the IEP. PL 98-524 takes a more direct approach to transition and requires provision of counseling services designed to facilitate transition from school to post-school employment and career opportunities. Collaborative consultation between parent and teacher is a means of facilitating transition planning (Anderon, 1985; Wehman, Moon, Everson, Wood, & Barcus, 1988; Hanline & Halvorsen, 1989; Tindall & Gugerty, 1989). The transition plan components identified by Albright, Cobb, Safarik, Elksnin, and Sarkees (1987) may provide the structure needed during the parent-teacher collaborative consultation process. Goals, activities, person(s) responsible (i.e., parent/guardian, school/adult service agencies), and timelines are identified which address four transition concerns: vocational education and training experiences in high school; post-secondary/vocational placement following graduation or exitfrom high school; residential concerns; social/recreational concerns. The teacher-consultant should recognize that transition from secondary to post-secondary settings may be stressful for both parents and their handicapped adolescents (Ness, 1989).

Summary

In this paper we presented a nine-step model of collaborative consultation which can be used to enable parents and teachers to plan appropriate vocational programs for mildly handicapped adolescents. Opportunities for implementing collaborative consultation during vocational program planning include sessions designed to inform parents of vocational opportunities, plan vocational assessment and collect vocationally relevant information, develop the vocational component of the individualized education plan, and develop plans for transition from school to employment or postsecondary training. We feel that collaborative consultation with parents meets mandates set forth in both PL 94-142 and PL 98-524. Perhaps more importantly, collaborative consultation effectively facilitates problem-solving by special education teachers and parents of mildly handicapped adolescents.

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PROJECT WORKABILITY: CALIFORNIA'S SUCCESSFUL TRANSITION PROGRAM FOR SECONDARY STUDENTS

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Abstract

Project WorkAbility, now in its ninth year, has served more than 60,000 students, in 56 of California's 58 counties by a total of 158 projects statewide since 1981. WorkAbility I serves special education secondary students, while WorkAbility II and III serves post-secondary. Student evaluations are on-going during service, and follow-ups continue for two years after high school. Project strength comes from state and local level interagency collaboration in serving students. The model design for WorkAbility is based on well-known transition models and contains components common to those models. Although each project is locally controlled, the state managed project design has afforded communication of information and problem solving that has benefitted all project sites. Statewide partnerships with industry strengthen project-employer ties at all levels. The WorkAbility Government Relations Committee provides valuable contacts and support for ongoing legislative project funding.

INTRODUCTION

Project WorkAbility began in 1981 as a model project authorized and financed by the California State Department of Education in response to the lack of secondary transition services in California high schools. The California state legislature authorized the program. Its funding is shared between Vocational Education (Carl Perkins) and Special Education (94-142) monies. All of WorkAbility's 158 projects are locally controlled, but project guidelines ensure that a large portion of the funds go directly for student stipends for on-the-job training. Project WorkAbility's success is due in part to a shared interagency transition philosophy, statewide program endorsement by other organizations, such as the California Association of Work Experience Educators (CAWEE), the California Association of Vocational Educators (CAVE), and the California Chapter of the Division on Career Development, Council for Exceptional Children, statewide partnerships with industry, and strong, visionary leadership in the State Department of Education.

Background

During the 1970's, two pieces of federal legislation, PL 94-142 and PL 95-207 were passed and implemented, affecting the fields of special , vocational, and career education. These laws, along with PL 98-524 (Carl D. Perkins Vocational Education Act) passed in 1984 have greatly increased the emphasis within education to prepare children and youth with disabilities for living in the adult world.

Transition programs that teach employment and community living skills meet the needs of disabled adolescents and young adults in helping them successfully bridge the gap between school and integrated competitive employment. Project WorkAbility was conceived in the late seventies by the California State Department of Education (DOE) following a needs assessment conducted among work experience educators in that state. The study concluded that work experience education needs for the disabled students were not being filled. The state legislature authorized expenditure of funds for development of a transition pilot program to be implemented in selected secondary schools. An interagency transition philosophy was developed and the project model designed.

WorkAbility Model Development

Development of the WorkAbility model was based on several well- known transition models, including Clark's (1980), OSERS' (Will,1984), Halpern's (1985), and Wehman's (et al. 1985). There are three common elements among these models (Botterbusch, 1989). First, transition is both a process and a product. The process includes providing the support needed for people with disabilities to become integrated into the adult community as much as possible. The product is successful adjustment to adult community living. The second element is interagency cooperation and collaboration. The linkage between rehabilitation education services is especially important. Third, an individual transition plan (ITP), similar to an individualized education plan (IEP) or an individualized rehabilitation plan, is needed to guide the individual from school through rehabilitation services. A student should have an ITP by age 16.

Botterbusch (1989) created a list of twelve recommended transition program components. These components include 1) the need for ITPs, 2) holistic planning for each student, 3) pragmatic, tangible goals, 4) program goal of competitive employment, or as close as possible, 5) involvement of other community agencies,

6) use of job and task analysis techniques to determine job requirements and to select appropriate workers for the job, 7) intensive on-the-job training, using applied behavior analysis techniques, 8) continuous staff assessment of worker after job placement, 9) communication between staff and employers/supervisors to establish interpersonal relationships, 10) continued advocacy after job placement, 11) the provision of program funding for long-term follow-up, and 12) program funding to provide staff time for program evaluation. All twelve components are consistent with the WorkAbility program, as illustrated below.

WORKABILITY TRANSITION PROGRAM COMPONENTS

1. All students involved in the program have IEP goals and objectives specific to their involvement in the program. ITPs are developed initially as an addendum to the IEP, then stand alone during the student's final months before exiting secondary school.

2. The WorkAbility curriculum involves life skills for independent living. Social and emotional issues are addressed as well, and any interventions to assist the student with work adjustment are supplied.

3. The IEP goals spell out pragmatic, tangible goals.

4. The goal for all mild and moderately handicapped students is fully integrated competitive employment. Depending on the student's abilities, this is approximated as closely as possible.

5. Department of Rehabilitation, the Community College System, and private service agency representatives attend IEP meetings when possible.

6. Job analysis is done for all students prior to placement. Task analysis is done as needed for individual students. Job-worker matches are handled individually.

7. On-the-job training is done as needed for students. Job coaches are available as needed for the moderate and severe students.

8. Follow-up and work evaluation occurs at least twice a semester, but can be daily if needed for some students. All students in the program attend a support class to learn best ways to cope with job problems.

9. Relationships are established with employers during follow-ups.

10. Staff advocates for students throughout their tenure in the program.

11. Two-year post-secondary follow-up is built into the program.

12. Evaluation is done at the state level with input provided from each local project. Regional meetings held throughout the state address program barriers and provide a communication link to other projects.

PROGRAM

Description of Program

The WorkAbility program provides comprehensive pre-employment, employment, and work-site training and follow-up for adolescents and young adults with disabilities who are making the transition from school to work. It is sponsored by the California State Department of Education and is a component of the Education Transition Center within the Division of Special Education. The WorkAbility program has three components, each serving students from a different setting.

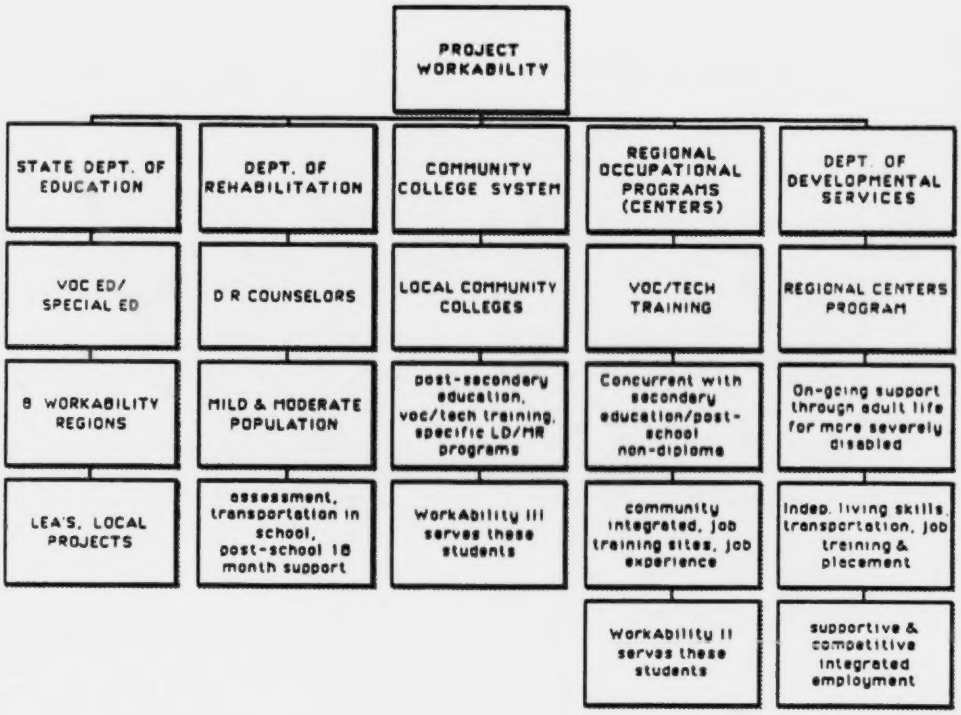
WorkAbility I is a program designed to serve students enrolled in special education programs in secondary schools. Currently, nine years after WorkAbility I began, the project has served more than 60,000 students, in 56 of 58 California counties, with a current total of 158 individual project sites.

WorkAbility II was implemented in the 1985-86 school year to serve young adult students with disabilities who were eligible to become Department of Rehabilitation clients. WorkAbility II serves primarily students who participate in Regional Occupational Centers/Programs (ROC/P's) or Adult Education. This program is funded by the Department of Rehabilitation.

WorkAbility III, initiated in December of 1985 by the California Community College Chancellor's Office, is similar to both

WorkAbility I and II in that it has competitive employment as an end goal. It involves special needs students who are enrolled in a community college program. The adults served by WorkAbility III range in age from 18 through 50 and older.

INTERAGENCY PARTNERSHIPS SERVING SPECIAL NEEDS STUDENTS


PROJECT WORKABILITY
STATE DEPT. OF EDUCATION
DEPT. OF REHABILITATION
COMMUNITY COLLEGE SYSTEM
REGIONAL OCCUPATIONAL PROGRAMS (CENTERS)
DEPT. OF DEVELOPMENTAL SERVICES
VOC ED/ SPECIAL ED
D R COUNSELORS
LOCAL COMMUNITY COLLEGES
VOC/TECH TRAINING
REGIONAL CENTERS PROGRAM
8 WORKABILITY REGIONS
MILD & MODERATE POPULATION
post-secondary education, voc/tech training, specific LD/MR programs
Concurrent with secondary education/post-school non-diploma
On-going support through adult life for more severely disabled
LEA'S, LOCAL PROJECTS
assessment, transportation in school, post-school 18 month support
WorkAbility III serves these students
community integrated, job training sites, job experience
Indep. living skills, transportation, job training & placement
WorkAbility II serves these students
supportive & competitive integrated employment

The state and local interagency partnerships which exist among regular, special, and vocational educators and the staffs in the various divisions within the State Departments of Education, Employment Development, and Rehabilitation are a major factor in the progress of WorkAbility. The impact and importance of WorkAbility was recognized by the Federal Office of Special Education and Rehabilitative Services (OSERS) and was named one of the top ten nationally acclaimed programs for youth with disabilities in 1988. The continued overall success of the WorkAbility program, however, depends on the dedication and resourcefulness of project directors, job developers, teachers, parents, and employers.

For WorkAbility I, II, and III, the goal remains to provide a comprehensive employment preparation program which enables special needs students to secure and maintain unsubsidized employment in the private and public sector. The primary focus of the model is to actively involve employers, parents, educators, and community and agency support personnel in the planning, training, and placement of students thereby promoting their improved community integration and vocational independence.

The state level organization of WorkAbility provides support for: a) local staff inservice training, and b) student assessment, curriculum design and implementation, student evaluation, employer contacts, and job training. Statewide partnerships with industry have created a lucrative support system for developing job sites locally. State WorkAbility committees with representatives from the eight WorkAbility regions gather, evaluate, and disseminate information useful to local projects. The State Government Relations committee has been instrumental in working with key state legislators to keep them informed of developments within the project. Legislative information is also passed to local projects and then on to parents who provide grass roots support for annual growth in the WorkAbility budget as the number of project sites increase. In addition, the committee gathers current information on other legislative issues that may result in competition for WorkAbility funding, speaking knowledgably to those issues and in support of WorkAbility's effectiveness.

CONCLUSION

While WorkAbility is not the only secondary transition program in operation in California, it is by far the most comprehensive. All secondary students identified for and being served in special education programs qualify for service under WorkAbility. Ongoing state agency and legislative endorsement allow for the program's impressive growth in both numbers of project sites and numbers of students enrolled in each project. WorkAbility's future may include expansion to serve all of the identified "at risk" population in California's secondary schools. WorkAbility's success is demonstrating to educators that pre-employment and life skills training results directly in successful adjustment to independent adult living.

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EXEMPLARY CAREER/VOCATIONAL EDUCATION PROGRAMS FOR SPECIAL POPULATIONS

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Abstract

During 1989 a major responsibility of the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of Illinois site is to identify exemplary programs and effective practices for serving youth and adults with special needs through vocational education programs. National Center researchers began this search process during 1988 when they researched policy options and developed a paper that details federal policy options regarding vocational education for special needs populations. That paper focused on access which special needs youth and adults have to vocational education programs and services, quality and effects of those programs and services, and outcomes realized by students and society. As a result of this research, certain criteria of effective programs became apparent.

This paper will describe the characteristics of exemplary special needs programs and effective practices in vocational education and will provide information about the programs/practices currently being identified by the TASPP staff.

A National Survey

For the past two decades, federal vocational education legislation has authorized funding of programs and support services designed to enhance the participation of special population students in secondary and postsecondary vocational education programs. While numerous programming approaches have been attempted, few have been successfully evaluated or examined. Most of the studies of effective vocational education programs serving special population students have focused on one group of students (e.g., the handicapped). Further, the studies have often been descriptive in nature and have seldomly focused on the relationships between program components and the student outcomes achieved by program completers. The results compiled by the National Assessment of Vocational Education (NAVE) (Wirt, et al., 1989) recommend that Local Improvement Grants and Program Demonstration Grants be provided from the basic state grants to communities with higher concentrations of disadvantaged students. Such grants would "expand the base of knowledge about effective practices in vocational education." (Wirt, et al., 1989 p. XVI).

During 1989, one of the responsibilities of the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of Illinois site, is to identify and disseminate information about exemplary vocational education programs serving special needs students. In order to determine how professionals working in the area of vocational education for special needs students identify effective programs, a national survey was conducted by Dr. Allen Phelps and Thomas R. Wermuth. Of the 500 Surveys distributed throughout the United States, 366 were completed and returned.

The respondents to the survey hold a variety of positions within a diverse set of educational settings. The positions held by the 366 survey respondents are presented in Table 1.

Table 1

Positions of Survey Respondents

• Vocational Teacher	96
• Vocational Special Needs Teacher	79
• Other	62
• Local Administrator	56
• Special Education Teacher	28
• University Teacher Educator	23
• State Level Administrator	22

According to the survey findings, most of the respondents work in secondary level educational environments. Table 2 provides information about the work settings of the respondents.

Table 2

Employment Setting of Survey Respondents

• Secondary	245
• Postsecondary	56
• University	34
• State Agency	23
• Adult Education	6
• Other	2

The survey also revealed that the primary students of interest or students served of most of the respondents are students with disabilities. Respondents were free to choose as many of the available categories as possible and were also able to write in groups of students that were not included in the original list. The populations of students of interest or served are described in Table 3.

Table 3

Populations of Interest to Survey Respondents

• Handicapped/Disabled		196
Mild	164	
Moderate/Severe	85	
• Disadvantaged		173
• All Special Students		132
• Dropouts		102
• Single/Teen Parents		94
• LEP/Immigrants		76
• Non-Traditional Enrollees		42
• Displaced Homemakers		30
• Other (Blind, Hearing Impaired)		29
• Dislocated Workers		25
• Incarcerated/Offenders		24

The final four (4) survey questions focus on determining the information that is most valuable when identifying exemplary vocational education programs serving special needs students and the process that should be used to identify those programs. Respondents were asked to rank order components within the following four (4) categories:

1. Information that is most valuable in describing effective programs and practices
2. Information that is most helpful in judging the effectiveness of vocational special needs programs and practices
3. Student outcome evidence that is most credible in judging the effectiveness of vocational programs serving special needs students
4. Approaches that are most appropriate for identifying effective programs and practices

Respondents were asked to check any appropriate elements they believe are important in describing effective programs and practices. The list presented in Table 4 provides the elements identified by the respondents in descending order.

Table 4

Elements of Effective Programs

1. Educational goals, including anticipated learner outcomes
2. Special population students served
3. Detailed description of the program components or intervention
4. Inter and intra-agency cooperative arrangements/agreements
5. Educational setting or environment
6. Resources used, including staffing, total program cost, and cost per client
7. Duties and qualifications of primary staff

Respondents were also asked to rank the five elements of information they find most helpful in judging the effectiveness of vocational programs serving special needs students. The list detailed in Table 5 presents those elements ranked in descending order of importance.

Table 5

Important Factors Used to Identify Effective Programs

1. Evidence describing the effects of the program upon student attainment of intended outcomes
2. The number and type of special population students enrolling in, and completing the program over the past three years
3. Case studies describing individual students before, during, and following program enrollment
4. Information on the soundness or limitations of the evidence
5. Information from self studies of the program
6. The number and type of special needs students who do not complete the program
7. Information from reports provided by state departments of education
8. Other: "Follow-up data and information"

Respondents also rank ordered the five elements of outcome related evidence they believe are most credible in judging the effectiveness of vocational education programs for special needs students. Table 6 provides a list of those elements ranked in descending order of importance.

Table 6

Important Programmatic Outcome Evidence

1. Acquisition of employability/survival skills
2. Job placement data, training and non-training related jobs taken
3. Enrollment and completion data
4. Labor market experience
5. Independence/dependence of program completers from public assistance
6. Extent to which students pursue further education and training
7. Acquisition of basic academic skills
8. Acquisition of occupationally specific skills
9. Other: "Follow-up data and information"

The final question on the survey asked respondents:

> Which of two general approaches is the most appropriate for identifying effective programs and practices, (1) solicit nominations from knowledgeable leaders (e.g. state directors or stare consultants), or (2) collect and analyze evidence on the implementation and effects of programs and practices?

The second option, collect and analyze evidence on the implementation and effects of programs and practices, was selected significantly more than the first option, solicit nominations from knowledgeable leaders. Unfortunately, most effective program and practice searches throughout the United States appear to utilize a nomination strategy to identify and select exemplary programs serving special needs youth and adults.

Components of Effective Programs

In addition to conducting the national survey regarding exemplary programs, TASPP staff members sought to construct a framework describing the components of exemplary vocational education programs for special needs populations. This framework may prove valuable to state departments of public instruction as they conduct effective program searches, policy makers interested in programmatic issues associated with effective vocational education programs, and researchers interested in studying the effectiveness of various vocational education instructional strategies used with special population learners. During 1989, this framework will provide the structure of components the TASPP staff and TASPP National Task Force will use in identifying effective vocational education programs serving (1) students who are at risk of dropping out, (2) immigrants or limited English proficient (LEP) students, and (3) teen parents.

In order to develop this framework, information from several sources has been collected. These sources include: recent research studies of effective vocational education programs serving special needs learners, criteria and reports from selected state department of public instruction searchers for "best practices" in vocational special needs education, the current literature on effective instruction, current educational legislative provisions, and textbooks designed for courses on vocational education for special population students. When finished, the framework will be used by the TASPP staff and TASPP National Task Force to:

- select and describe programs and their salient components from throughout the U.S. which can be featured as "models" for administrators and practitioners to replicate,
- develop technical assistance resources on selected effective programs and practices,

- strengthen inservice and preservice teacher education preparation with new knowledge, and
- provide a framework to guide further research.

To date, TASPP staff has identified nineteen (19) components of exemplary vocational education programs serving special needs youth and adults. These nineteen (19) components have been categorized into five (5) preordinate clusters, and are detailed in Table 7.

Table 7

Components of Effective Vocational Education Programs For Special Needs Youth and Adults

Program Administration

1. Strong Administrative Leadership and Support
2. Sufficient Financial Support
3. Formative Program Evaluation
4. Summative Program Evaluation

Curriculum and Instruction

5. Individualized Instruction
6. Integration of Academic and Vocational Curricula
7. Appropriate Instructional Settings
8. Cooperative Learning Experiences

Comprehensive Support Services

9. Assessment of Individual's Vocational Interests and Abilities
10. Instructional Support Services (Aides, Resources)
11. On-going Career Guidance and Counseling

Formalized Articulation and Communication

12. Parental Involvement and Support
13. Notification of Both Students and Parents Regarding Vocational Opportunities
14. Vocational Educators Involvement in Individualized Education Planning
15. Formalized Transition Planning
16. Intra and Interagency Collaboration

Occupational Experience

17. Work Experience Opportunities
18. Job Placement Services
19. Follow-up of Graduates and Non-graduates

The TASPP staff will use the clusters of components listed in Table 7 as a framework to guide their search for exemplary vocational education programs serving special needs youth and adults. The TASPP application process used to identify exemplary programs throughout the United States will focus on obtaining detailed descriptions of the previously stated components from applicants. Once a detailed description of the nineteen (19) components has been obtained, the application will be reviewed by a panel of at least three members of the TASPP National Task Force, and the programs receiving the highest review ratings will be included in an annual publication that will be developed by TASPP and disseminated through the National Center's clearinghouse.

Each program identified as "exemplary," will agree to be listed in the publication as a contact point for individuals wishing to replicate all or part of the program in another location. The goal is to provide an extensive network of qualified individuals willing to help develop and implement effective vocational education practices for special needs youth and adults throughout the United States. The publication and application process will be updated annually, representing the most current research on exemplary programs and practices in vocational education.

Current Exemplary Programs

Currently, the TASPP exemplary program application and guidelines process is being pilot tested at six (6) sites throughout the United States. These sites represent a cross section of educational programs at both the secondary and postsecondary level, providing educational services to a wide range of special needs populations. The first publication describing exemplary programs and listing appropriate contact persons should be published and ready for dissemination during the 1990 calender year.

Individuals interested in obtaining information from the TASPP staff concerning the search for exemplary programs may contact the authors at:

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345 Education Building
1310 South Sixth Street
Champaign, IL 61820

(217) 333-0807

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THE JOB TRAINING AND TRYOUT RESEARCH PROJECT: FINDINGS FROM A FIVE-YEAR DESCRIPTIVE STUDY OF THE TRANSITION AND POSTSECONDARY ADJUSTMENT OF YOUNG ADULTS WITH MILD DISABILITIES

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I. BACKGROUND ISSUES

1. In 1984, the Job Training and Tryout project was one of approximately 120 model demonstration projects funded by the federal government. Nationally, there was a growing concern, reflected in P.L. 98-199 (Section 626), that the first generation of special education students to be educated under P.L. 94-142 was experiencing significant problems after exiting secondary schools.

   Although several prevalent follow-up studies of former special education students were conducted during this time, the U.S. Department of Education mandated federally-supported research and evaluation of transition efforts.

2. During this time, most of the literature on employment and adult adjustment focused on the more severely disabled. The focus for individuals with mild developmental disabilities or significant learning disabilities was primarily on academics. There appeared to be an assumption that individuals with "mild disabilities" would exit school and move into the adult world with little or no need for support.

II. PURPOSE OF THE JT&T RESEARCH STUDY

The Job Training and Tryout Research Project was guided by three major goals. The first was to conduct longitudinal tracking of 112 JT&T participants from time of entry into the program (as early as 1984), throughout the program, to subsequent outcomes as of June, 1989. In a sense, the result was a documentary of the subjects' transition experiences. The second goal was to determine the level of effectiveness of the JT&T program and the degree to which the program impacted the lives of the participants. This was essentially an evaluation aspect of the study. Finally, there was an intent to investigate variables that may have had a significant bearing on subjects' performance during their participation in JT&T as well as on their outcomes. The researchers endeavored to determine whether or not, and to what degree, selected variables were predictive of successful transition from school to adult life.

III. CONCEPTUAL FRAMEWORK OF THE STUDY

In conducting the study, both quantitative and qualitative methodologies were employed to respond to the wide range of reseach questions. The overall research design is illustrated by the Conceptual Framework shown in Figure 1.1.

As dictated by the purpose of the study, four broad research questions emerged:

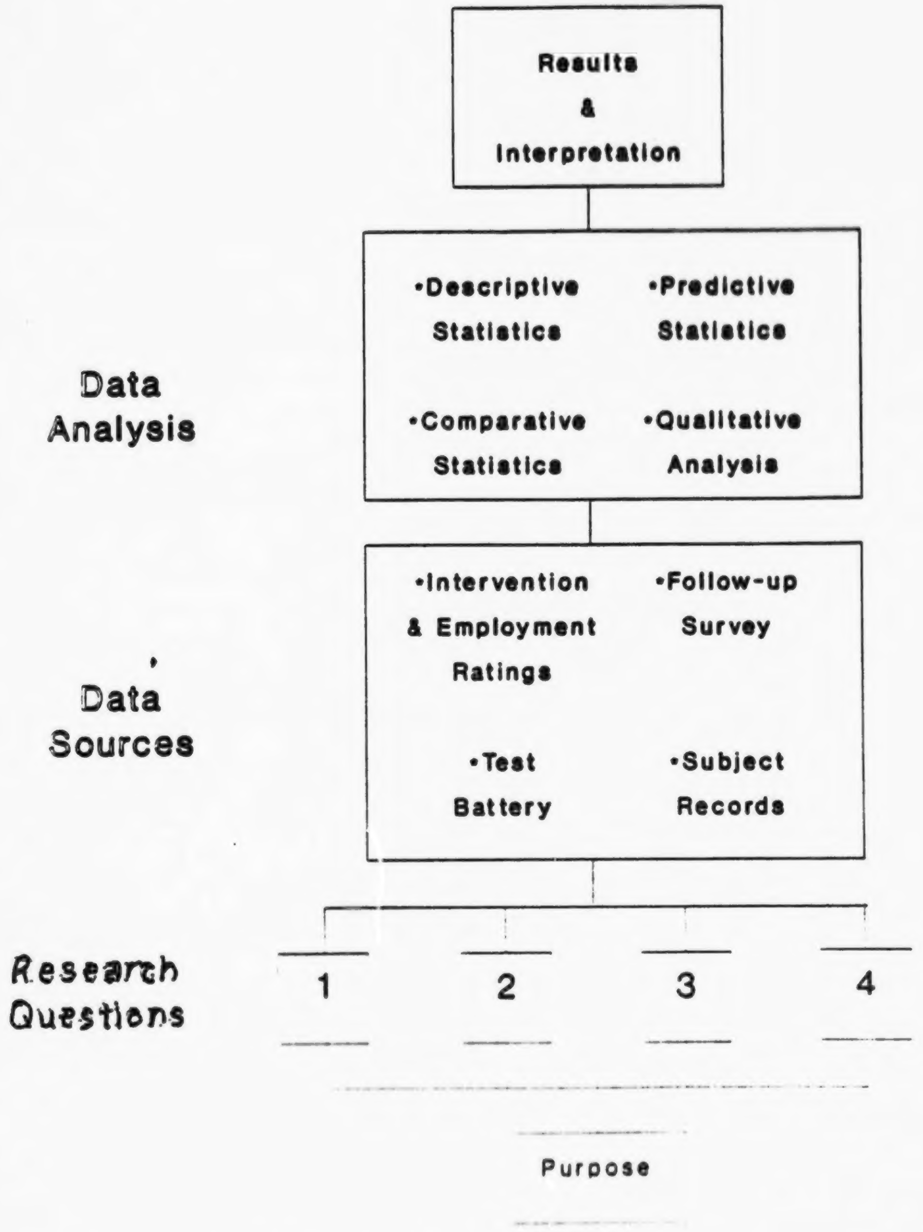
(1) Did the subjects expand their employability skills during their participation in the JT&T program? To what extent?

(2) What problems were experienced by the subjects during each phase of the program? What interventions were implemented by project staff to address these problems?

(3) Following their participation in the program, what were the employment, social,

Figure 1.1

CONCEPTUAL FRAMEWORK
of the
JT&T STUDY


Results & Interpretation
•Descriptive Statistics
•Predictive Statistics
•Comparative Statistics
•Qualitative Analysis
Data Analysis
•Intervention & Employment Ratings
•Follow-up Survey
•Test Battery
•Subject Records
Data Sources
Research Questions
1
2
3
4
Purpose

and independent living outcomes for the subjects?

(4) What factors appear to be predictive of (a) the level of transition support needed by the subjects and (b) initial employment success?

Multiple data sources were used to investigate these research questions. As indicated in Figure 1.1 sources included a standardized test battery, intervention and employment rating instruments, subject records, and a subject follow-up survey.

Case study methodologies (as described by the U.S. General Accounting Office, 1987; Yin, 1984; and Miles & Huberman, 1984) were used to collect, analyze, and interpret data.

IV. FOCUS OF PRESENTATION: SELECTED FINDINGS AND IMPLICATIONS

1. Vocational training for this group is still bound to limited stereotypic experiences; our findings suggest this situation is, in turn, limiting the employment possibilities for many of these mildly disabled young adults.

2. Those who had received higher level technical vocational training prior to JT&T (e.g., automechanics, graphic arts, photography, secretarial, masonry, and horticultural) were more apt to obtain higher paying jobs with built-in career advancement potential.

   The evidence strongly suggests a need for improved vocational training, at secondary and postsecondary levels, to develop the highest skill levels possible for each individual, and for career guidance that includes community-based exploration and experiences, family involvement, establishment of short and long-range goals, and community networking.

3. There were significant differences between the JT&T men and women relative to outcomes. By and large, the women experienced lower paying jobs that were less technically demanding and offered little in the way of future advancement potential. They were more apt than their male peers to work parttime; therefore, they tended to receive fewer or no benefits. The difference between the level of support needed, by gender, was statistically significant. JT&T women needed more support than the men, regardless of IQ.

   While these circumstances may be reflective of past and present societal trends affecting many women in the general population, disabled women may be even more victimized by continued misperceptions of them as very passive, needy, less capable of vocational training and full-time competitive employment, and as individuals to be "protected."

4. This study documented that most of the JT&T participants needed varying interventions throughout their tenure in the program and in the work force. It was not surprising that considerable upfront support was needed by most of the participants. Predictably, the frequency and intensity of support tapered from the point of initial placement onward. Yet, there appeared to be a plateau: many of the participants continued to need interventions throughout the timespan of the study.

   This finding challenges the assumption that the majority of individuals with mild disabilities require no, or time-limited, postsecondary transition services. Although many will undoubtedly be able to handle changes and life events independently, it appears that many others will need, and benefit from, innovative support mechanisms periodically. The very nature of the disabilities suggest that many of these people will experience occasional events in their lives for which they are unable to cope without assistance. Another important issue is teaching these individuals how to recognize the need for assistance and how to access help.

5. The most prevalent problems exhibited by JT&T participants centered around intrapersonal issues and behaviors. The second most prevalent set of problems may be categorized as social/ interpersonal. Interestingly, the social/ interpersonal problems decreased and then plateaued, whereas the intrapersonal problems continued to be a substantial issue.

   This finding may indicate the need for on-going mental health and/or behavioral therapy for those exhibiting continued intrapersonal problems. Without such support it is likely that many mildly disabled individuals, who may otherwise have good vocational skills, will experience frequent crises in employment and adult living.

6. The most prevalent JT&T intervention was one-on-one counseling and mediation. This suggests that transition professionals require as much expertise in negotiation, counseling, problem-solving skills, diplomacy, and consulting as knowledge of career/vocational and transition techniques.

7. The majority of the JT&T participants expressed satisfaction with their employment experiences. Many reported interaction with coworkers on the jobsite as a major source of satisfaction; although it was found that almost none of the participants socialize with coworkers outside the workplace.

   Further, it was found that very few of the participants become involved in organized social activities (such as sports, church, clubs); for the most part they continue to rely solely on family members as social companions.

8. Even among those working full-time, the majority of the JT&T participants are still living with their families. Given the extremely high cost of living in the community, this is not unique among young adults in general. However, the JT&T participants appear to be contributing only slightly towards their essential living expenses. Without financial obligations, these young adults are basically earning "spending money."

   Families need guidance in relating to these individuals as adults. Those who continue to live with their families, and are employed, would benefit from being required to pay an appropriate percentage of their incomes towards their living expenses. This reinforces the value of work as means of supporting oneself to the greatest extent possible. It also teaches critical money management skills.

9. Only a few of the JT&T participants have been involved in continuing education/training since completing the program. Unless new skills are learned on the jobs, these young adults are not using postsecondary programs to learn new skills or to upgrade existing skills.

   Family members and other interested parties should make every effort to encourage these individuals to enroll in adult education classes and/or other appropriate training programs.

10. Of all the variables analyzed, level of performance on the job tryouts appeared to be the sturdiest predictor of future employment success. This suggests that trial employment arrangements, internships, and long-term situational assessments on actual community job sites are a valuable means of exploration for the individual with mild disabilities; further, they can be an important evaluation strategy for transition professionals. The following can be assessed: skills, work habits, and personal and interpersonal behaviors. This information will be very important in estimating the level of and type of supports that an individual might require later.

V. SUMMARY STATEMENT

The findings from this study provide evidence challenging many of the prevailing notions about career development for individuals who have mild developmental disabilities or severe learning disabilities. Although there may exist current efforts to address career development phases (awareness, orientation, exploration, preparation, job placement), it is essential that resources be in place to assist newly "transitioned" young adults as well as those who may be well into their adult lives.

Further, there is a need for more longitudinal research to determine the extent to which mildly disabled individuals function as adults, long after special education and transition.

VI. AVAILABILITY OF FINAL TECHNICAL REPORT

The final technical report of the JT&T study will be submitted to the funding agency by November 30, 1989. It will be available through the ERIC Clearinghouse shortly thereafter. Further inquiries should be addressed to:

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AFFECTIVE AND COGNITIVE FACTORS IN SELECTING AIDS MATERIALS

Dr. Janice Ferguson
Dr. Frank Kersting
Dr. Tom Nicholson

This paper discusses the problems of mildly handicapped secondary students in acquiring information on sexually transmitted diseases that will assist them in transitioning to the adult world. Special education students with low reading ability do not read well enough to comprehend the language used in many of the currently available sex education pamphlets (Merki & Morris, 1972; Mathews, 1985). These students need reading materials written within acceptable readability limits and content presentation parameters. In addition, students need a means to check their comprehension and discuss values needed to make informed choices as they enter the adult world.

Pilot Study

Twelve AIDS pamphlets published by the American Red Cross and Channing L. Bete were analyzed for content and readability (Ferguson, 1989). Although the content was similar, the readability level of the American Red Cross pamphlets ranged from 7.29 to 10.83. The median readability was approximately 10.5. The Channing L.Bete pamphlet readabilities ranged from 6.84 to 10.14. The median readability of the Bete pamphlets was 7.5.

Other criteria used to analyze the appropriateness of the Red Cross and Bete pamphlets for secondary special education students included components such as text cohesion,+ the number of words used to write each pamphlet. Words considered sufficiently uncommon as to need a definition were included in the analysis as were the use of adjectives, adverbs, cohesive ties such as pronouns, and types of sentences (simple, compound, complex).

One additional criteria for pamphlet analysis was provided by the Center for Disease Control (CDC) in Atlanta. This criteria included affective and cognitive competencies concerning AIDS that need to be incorporated into the secondary health curriculum (Appendix A).

Utilizing these criteria in a narrative format, Ferguson and Kersting wrote a pamphlet targeted to the secondary special education population. Their brochure, AIDS and You (1988) was subjected to the same analysis as the Red Cross and Bete pamphlets. Its readability was 3.8, two grade levels lower than the lowest Red Cross pamphlet. Unlike the Red Cross pamphlets, the Ferguson-Kersting pamphlet utilized graphics in the form of a rebus to trace the stages of AIDS from healthy immune system to HIV positive to full-blown AIDS. AIDS and You also contained a vocabulary list of uncommon words, a glossary, self-checking tests and real life situation/scenarios for open-ended classroom discussions.

Unlike both the Red Cross and the Bete pamphlets, AIDS and You contained both cognitive and affective competencies suggested by the Center for Disease Control. The affective competencies were directly addressed through the carefully-designed open-ended discussion scenarios. The situations were based on the stages of contracting AIDS, moving along a continuum of normal immune system to AIDS. Throughout the narrative, the pamphlet stressed abstinence, suggesting alternatives such as hugging or sharing good times as alternatives to sexual intercourse.

For those students who were already sexually active, the pamphlet cited abstinence as the only reliable safe sex practice, but included "safer" sex tips from the Office of the Surgeon General.

Findings of the Study

AIDS and You with a 3.8 readability and controlled content presentation was field tested with forty-four secondary special education students at a local high school in the fall and spring of the 1988-89 school year. A control pamphlet with similar content but readability ranging from sixth grade to college was used for its age appropriate presentation of the facts about AIDS. Both pamphlets used in the study were found to be effective in transmitting information about AIDS, however, the improvement in knowledge about AIDS was greater for the authors' pamphlet than it was for the control pamphlet.

While readability was important, other factors judged to be of importance in knowledge acquisition/retention were the controlled content which included reading criteria, use of graphics, and student motivation. The results demonstrated that pamphlets with readability at the upper third grade level and controlled content presentation were comprehended significantly better than all other commercially-available pamphlets (Ferguson, Kersting & Nicholson, in press).

Future Research

The data yielded by the pilot study encouraged the authors to mount a study utilizing a larger number of paired urban/rural secondary special education students. This study has recently been funded and will be conducted during the 1989-90 school year. Parameters measured will include the affect/effect of high interest/low readability material upon retention/comprehension of AIDS materials. A revised version of AIDS and You which encourages early testing for HIV and monitoring by a health care professional will be used. The readability will remain at upper third grade level.

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A PORTRAIT OF 'FUTURES' CLIENTS AND THEIR INSTRUCTIONAL NEEDS.

by

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Abstract

This paper reports on an exploratory study which examined the cognitive style of students enrolled in an employment training program for severely disadvantaged and disabled youth. Differences found between individuals and groups were translated to individual instructional and counselling strategies.

A PORTRAIT OF 'FUTURES' CLIENTS AND THEIR INSTRUCTIONAL NEEDS.

Many disadvantaged adolescents and young adults find themselves unable to secure employment due primarily to a lack of formal schooling and training. Education statistics indicate that disadvantaged and disabled students are less likely to complete secondary school and will also be less prepared for employment than non-handicapped youth. A consequence of these disappointing features has been the development of programs designed to bridge the gap for disadvantaged and disabled youth in terms of both academic and job-readiness training. One such program, developed by the Ontario Ministry of Skills Development, is the FUTURES program.

While this program has flourished, data about the students upon which meaningful instruction and evaluation can be based, are limited. There is also a lack of consistency across sites in the type of information collected, and the way in which relevant information is collected and disseminated to teachers and counsellors working within the program. The aim of this study was to construct a portrait of 'Futures' students which would contain data readily translateable to counselling and instructional strategies.

Program and Population

FUTURES is a single program which provides Pre-Employment Preparation (PEP) with work placement, and Work Experience Preparation (WEP) options to severely disadvantaged and disabled youth (16-24). This training includes counselling, career clarification, life skills, academic and/or literacy upgrading and basic vocational skills. PEP students may participate in the pre-employment option for up to 16 weeks; successful students are then eligible for 16 to 52 weeks of "on-the-job" experience and training.

FUTURES is a consolidation of several youth-related government programs, and has been in operation since November 1985. Currently, FUTURES is available through 22 Community Colleges operating 70 sites in Ontario which have accommodated an average of 8800 PEP students on a continuous intake operation.

Eligible applicants are assessed for vocational interests and aptitudes, current academic standing, and ability to pursue further upgrading. Participants are selected based on a priority of the most disadvantaged among applicants who have the capacity to learn and to withhold physically violent behaviour (Ministry of Skills Development, 1987; Pp.10, 21).

Method

The sample for this study was formed from all 63 eligible applicants to one of the PEP options at Fanshawe Community College, London, Ontario over a period of seven months. The sample included a full range of schooling, backgrounds, disabilities and aptitudes. The 16-week program was typical of the program set out in the 1987 Guidelines and offered courses in English, Math, Job Strategies, and Life Skills training. Each student had the services of a counselor, and counselling workshops were also regularly provided. Clients were assessed by in-house tests in Reading, Mathematics, and Job-Readiness Skills. While this information gave an individual sketch of applicants' abilities to the counselors and instructors, a more accurate understanding of a student's needs emerged only after observation of a student's in-class work and behaviour. Often a portrait which related to teaching strategies and expectancies appeared after problems in learning had been encountered.

To supplement the college assessments, we looked for an instrument capable of identifying a student's cognitive style or problem-solving ability, and which could translate these abilities to teaching and counselling strategies. Of current instruments designed to examine the multivariate nature of cognitive abilities, " . . . the most comprehensive . . .is the Structure of Intellect." (Khatena, 1982; p. 33).

Instrumentation and Data Collection

The **Structure Of Intellect (SOI) Learning Abilities Test** (Meeker & Meeker, 1976) was chosen as it had been found effective in determining learning characteristics and translating these profiles to curriculum and instruction. The test is based on Guilford's (1967) Structure of Intellect (SI) theory which proposed a three-dimensional model of intelligence. The dimensions are:

Operations (Cognition, Memory, Evaluation, Convergent Production, Divergent Production);

Contents (Figural, Symbolic, Semantic); and

Products (Units, Classes, Relations, Systems, Transformations, Implications).

If the Operation of **Cognition** is joined with **Semantic** Content and the Product of **Systems**, a single cell, **CMS**, Cognition of Semantic Systems (following verbal instructions) is formed. The **Reading form** of the test examines a selection of these abilities which have been found to relate significantly to the acquisition of language arts (Cunningham, Thomas, Alston, & Wakefield, 1978; Feldman, 1969; Meeker, 1969) and to programs in special education (Laine, 1989; Meeker, 1976).

The reasons for choosing the SOI were that (1) profiles of cognitive strengths and weaknesses can be produced which may indicate how a person processes information, and (2) it is readily translatable to curriculum and teaching strategies (Cunningham, et al, 1978; Guilford, 1980, 1981; Khatena, 1982; Laine, 1989; Meeker, 1976; Taylor & Michael, 1981). Test-retest reliabilities of dimensions from revised norming samples range from 0.72 - 0.89 (Meeker & Meeker, 1981)).

Stimuli

The tasks used from the SOI Test were as follows:[1]

Foundational Abilities

- **Cognition of Figural Units(CFU)** (visual closure: recognizing familiar figures)

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[1] For further details and examples of the subtests, see Laine (1987).

- **Cognition of Semantic Units(CMU)** (visual vocabulary)
- **Cognition of Figural Classes(CFC)** (classification: needed for concept development)
- **Evaluation of Figural Units(EFU)** (visual discrimination)
- **Memory of Symbolic Units-visual(MSUv)** (visual attention or concentration, recalling visual symbols).
- **Memory of Symbolic Systems(MSSv)** (recalling strings of symbols, maintaining focus)
- **Memory of Figural Units(MFU)** (recalling incidental details)

Enabling Abilities

- **Cognition of Semantic Relations(CMR)** (relationships among words or ideas)
- **Cognition of Semantic Systems(CMS)** (understanding long sentences, directions or instructions)
- **Evaluation of Figural Classes(EFC)** (judging discriminating features: needed for conceptualization)
- **Convergent Production of Symbolic Transformations(NST)** (word recognition)

Data Analysis of cognitive patterns

Data were analysed to determine relationships among the scores achieved on the Structure of Intellect Reading Form extrapolated to 12 of the 14 dimensions (Divergent Production and Implications were not tested), and the demographic and academic background of the participants.

In the analyses, the cognitive style of the sample was characterized and addressed in three ways: (1) the descriptive characteristics of demographic, achievement scores, and aptitude scores on the SOI subtests; (2) correlations among demographic characteristics, academic achievement and aptitude (SOI) dimensions; and (3) variations among the dimensions of aptitude and achievement by demographic features, using analysis of variance.

Population

There were 63 subjects in this initial study: all enrolled in the FUTURES program. Thirty-one were male; thirty-two were female; they ranged in age from 16 through 24. All subjects had completed at least grade 8 in school and had been out of school for at least one semester.

Results

The means, standard deviations and correlations for all variables showed that applicants to FUTURES were between 16 and 24 years of age ($\bar{x}=18.7$). Eighty-one per cent were non-native Canadians. They had completed between grades 8 and 10 ($\bar{x}=9.3$) in a general level program. Only 4 subjects came from homes where both parents were alcoholic; 8 students reported only the mother was alcoholic; and 20 reported only the father was alcoholic..

Reading **achievement** on entry ($\bar{x}=63.8\%$) was far superior to their math achievement ($\bar{x}=36.6\%$); and the students had reasonable job-related skills ($\bar{x}=72\%$).

In terms of their cognitive style, or processing skills, the students were more comfortable using **symbolic** information (letters, numbers) ($\bar{x}=79\%$) than with ideas or word meanings - **semantics** ($\bar{x}=71\%$), and least proficient with diagrams or pictorial - **figural** - information ($\bar{x}=63\%$).

Scores on the **Products** dimension indicated a preference for discovering **relationships** ($\bar{x}=83\%$) among pieces of information rather than having to follow or sequence information presented essentially intact (**Systems**, $\bar{x}=73\%$). Information presented in a variety of alternative ways (**Transformations**, $\bar{x}=69\%$) was also seen as a strength. Students were weaker in using details (**Units**, $\bar{x}=67\%$) and classification skills (**Classes**, $\bar{x}=65\%$): lower level skills essential to achieving a thorough understanding. This pattern is also indicative of relatively low tolerance for frustration (Laine, 1989; Meeker, 1976).

The descriptive analysis indicated a **lack** of a significant or distinct strength in **Operations**. The strongest was **Memory** ($\bar{x}=74\%$) followed by comprehension skills (**Cognition**, $\bar{x}=70\%$); a weaker ability in **Evaluation** ($\bar{x}=62\%$) may have inhibited self-correcting strategies considered essential to effective problem solving (Guilford, 1979). Productivity (Convergent Production, $\bar{x}=69\%$) was also relatively weak indicating that program personnel might expect students to have had a history of slow gains in achievement.

Correlations

The correlations showed that some of the demographic variables were intertwined with academic and cognitive style (aptitude) elements.

Background Characteristics

1. The older students had completed more grades in school (*r*=0.46).
2. Native students are more likely to have basic or general level education (*r* =0.33).
3. There were positive and significant relationships between alcoholic fathers and sex (*r*=0.21), grade completed (*r*=0.36), and level of program completed (*r*=0.23). There was also a positive and significant correlation between grade completed and maternal alcoholism (*r*=0.33). It was inferred from these intercorrelations that males from homes where the father is alcoholic, may have had fewer years of formal schooling and completed their schooling at a basic level. Lower grade completion is also more likely where both parents are alcoholic.

Achievement/Style Relationships

1. **Job Related Skills** appeared to be independent of academic achievement.
2. Scores on the **Math** test were related significantly to *all* twelve general cognitive style traits; however, math scores did not relate significantly to specific classification (**CFC**) or conceptualization (**EFC**) skills.
3. Scores on the Reading test were related significantly to **all** twelve traits **except Memory**, and to **Figural** content.
4. **Job-related skill** scores were generally significantly related to **symbolic** (r=0.24) and **semantic** (*r*=0.23) information which has been presented **systematically** (*r*=0.29): observed as following directions, ideas, or plans.

(Specifically, the scores were significantly related to following directions (**CMS**, $r=0.23$), memory for sequences of events (**MSS**, $r=0.25$), and discrimination of visual clues (**EFU**, $r=0.28$)).

Analysis of Variance

Analyses of Variance showed significant differences existed in academic achievement between applicants from different levels of school programs. However, **no significant differences** were found in achievement due to **cultural background, gender, age, or grade completed.**

Cognitive Style

Significant **differences** were found in cognitive style (SOI) between **Native and non-native** Canadians, among the high school **program levels**, and among **age groups**.

No significant differences ($p<0.05$) were found in use of Figural information, details (Units), and Classes between native and non-native students. No differences were found among students from advanced, general, and basic levels in Memory, Classification skills and Systems.

Generally, older students had more productive potential and were more able to deal with different perspectives. **Female** students had marginally better **productivity** ($F=3.62$; $p=0.057$) and were marginally better at using information from different perspectives (Transformations, $F=3.62$, $p=0.057$).

Discussion

The fact that some students have alcoholic parents plays no part in either their achievement or their thinking abilities. Any family problem with alcohol would thus be a counselling, as opposed to an instructional, issue. Further, no significant differences were found in the achievement nor in the cognitive style of applicants based on how many grades they had completed in school. These two issues had been a concern to counsellors in FUTURES in terms of applicants' ability to complete the program successfully and find meaningful employment. If alcohol is a problem in the family, it should not affect the students' capacity to learn; if anything it may affect their motivation or concentration.

The belief held by FUTURES counsellors that the amount of formal schooling experienced by applicants would affect their cognitive ability to learn was not supported by these results. The **type** of program the students experienced was the determining factor, therefore counsellors and instructors should be knowledgeable about the nature and content of the different levels of programs in their high schools so that a planned variety of teaching strategies can be used more effectively.

Although native students comprise 19% of eligible applicants, only one applicant completed some secondary education in an advanced level program. The major proportion of Native students completed work only in lowest - basic - level programs. Differences due to culture might be expected and observed in such activities as **estimating, discriminating similarities, discriminating internal consistencies of details, using analogies, solving analog problems, use and misuse of misplaced modifiers.** These processing abilities are critical to success in most trades and training programs.

Instructional Implications of Cognitive Profiles

A cognitive profile using the average scores, indicated that students would gain more in learning when given opportunities for discovery learning. The strong **Relationships** score relative to Systems showed that students' learning would be frustrated by a predominant lecturing or systematic expository style of teaching. Using guided discovery of **essential details** will be an important facilitating strategy to overcome low **Units** (details) and **Classes**; showing how facts group together to form classes or concepts will provide openings and avenues to **concept formation**, which is critical to effective problem solving (see Gagne, 1985); and effective problem solving is observed in efficient productivity which is a relative weakness in these students.

The current pattern of low classes and relatively weak systems and evaluation skills may be observed in low tolerance to frustration and impulsivity in problem-solving and work environments (Meeker, 1979). Therefore, staying on task is not a skill many applicants would be familiar with; such skills would have to be taught explicitly to develop problem-solving strategies.

While the relatively weak abilities could be remediated through a discovery approach, the lack of a distinct strength in the Operations dimension will likely frustrate skill development. The strongest operation was Memory and, in the absence of good evaluation skills, students would probably revert to previously known, but inefficient, strategies in new learning situations. Developing evaluation skills using relationships of symbolic content (ESR) may be used to increase reflectiveness and assist development of comprehension (Cognition). The primary goal of using these strategies would be to break the (preferred) trial-and-error impulsive strategy.

Implications of Achievement/Cognitive Ability

The academic entry tests appear to examine rote abilities, therefore, their results cannot be generalized to higher-order problem-solving abilities. The math scores correlated significantly with all cognitive dimensions, however, the strongest correlations were to Cognition ($\underline{r}$=0.54), to Symbolic content ($\underline{r}$=0.64), and Systems ($\underline{r}$=0.61). The Cognition of Symbolic Systems is observed in the understanding of rote alpha-numeric systems (basic arithmetic facts). Instructors will have to habilitate those facts, or give the students an alternative (e.g. 'magic cards' or use of calculators) to develop mathematical facility in 16 weeks. Discovery and systematic instruction using concrete examples will be critical, as academically, Math was the weakest achievement area of applicants.

Job-readiness Skills

The major feature of job-readiness skills appeared to be the ability to follow and use instructions systematically. While the JRS scores were relatively strong, the students' Systems scores were not as strong as Relationships and therefore indicated a preference for discovery compared to reception learning and following directions. Providing exercises in following instructions and directions and working through tasks systematically should assist the development of good job-readiness skills.

Conclusion

WHAT HAS THE STUDY DONE FOR THE PEOPLE IN THE FUTURES PROGRAM?

This exploratory study has shown the potential of the Structure of Intellect model to provide an individual student 'portrait' of intellectual characteristics which is readily translated to instructional and counselling strategies. The teachers in the program now implement instructional strategies based on the information they receive from the counsellors using the SOI. They report having expanded their repertoire of strategies and plan purposefully to include different cognitive strategies in their classwork, in the choice of assignments, materials, and in their evaluation of the students' work. The predictive ability and practical utility of the SOI over the long-term is now being assessed.

The study has also provided program planners with a portrait of the client base from which they can expect to get their students. If this portrait is reflected in other FUTURES programs, then colleges and government agencies can adjust their intake procedures to respond more accurately and effectively to community needs.

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HOW CAN WE HELP? SERVICES, ACTIVITIES AND MATERIALS AVAILABLE FROM TASPP

DR. CAROLYN MADDY-BERNSTEIN

In enacting the Carl D. Perkins Vocational Education Act of 1984, Congress focused heavily on assuring full educational opportunity to special populations. To assist professionals and policymakers in this area, the National Center for Research in Vocational Education at the University of California, Berkeley is charged with the responsibility for providing "technical assistance to programs serving special populations including the handicapped and individuals with limited English proficiency" (P.L. 98-524, the Carl D. Perkins Vocational Education Act). The Technical Assistance for Special Populations Program (TASPP) of the National Center serves to meet that mandate. Located at the University of Illinois, a subcontractor of the National Center, the overall goal of the TASPP program is to provide professionals and policymakers with an array of services designed to assist in the improvement of vocational education programs for special needs youth and adults.

The TASPP objectives are to:

1. Provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level;

2. Initiate and support networks of professionals serving the vocational education needs of special groups; and

3. Provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

During 1988, TASPP's first year of operation, services focused on two themes: (a) strengthening the transition of special needs learners to workplaces and continuing education programs, and (b) examining federal and state policy options for the improvement of special needs programs and services. TASPP's Year II themes were to provide special assistance to professionals serving: (1) immigrant and LEP students, (2) students at risk of dropping out of school, and (3) teen parents. In 1990, the third year of TASPP's existence, the staff will investigate the unique needs of special learners in rural and urban settings and from their findings will provide services and materials to professionals who serve those populations.

Activities and Services

TASPP's activities and services are guided by a task force of nationally recognized leaders in the field of vocational education for special populations. The task force includes principal investigators from the various Center subcontractors as well as other professionals who represent large constituencies and groups (Appendix A). The group supports the TASPP staff by (1) assisting in the selection of annual themes, (2) reviewing materials prior to publication, (3) making recommendations for consultants to assist with program activities, (4) guiding the direction of the technical assistance activities, and (5) contributing information and materials from their research to enhance the ongoing TASPP activities and services. Activities of interest to the DCD Conference include:

Exemplary Program Search. A major responsibility of TASPP is to identify exemplary vocational education programs for special populations. Criteria for program selection is based on results of the national survey completed by TASPP in 1989 as well as findings from the research conducted by other institutions The exemplary programs search will begin in early 1990. There will be a national call for nominations with selection of the programs made by a committee of leaders in the field. Programs identified will be highlighted at TASPP sponsored conferences and in TASPP publications. The identified programs will be described in a series of publications, newsletters, articles, and briefs.

Computerized Information Base. During the first two years of operation, TASPP staff gathered information for inclusion in an information base which allows staff to provide practitioners, policymakers, and researchers easily retrievable data and information about special populations programs and resources. The computerized information base will be expanded to include information about rural and urban special needs learners and about vocational education for probationers and incarcerated individuals. At the present time, the program must be accessed by TASPP staff, although the feasibility of a direct on-line access is being investigated. Persons wishing to have the base searched for specific information may contact TASPP to receive a hard copy of the information. The base includes abstracts on the newest resources and materials, guidelines, handbooks and other materials produced by state departments, state and federally funded projects, organizations, associations, professional journals, newsletters, bibliographies, and directories of persons who might be contacted for assistance at the state and national level.

Newsletter. The *TASPP Bulletin* is published biannually. The newsletter has a dissemination list of 4,000 state and local officials and professionals working in the fields of vocational education, special education, rehabilitation, job training, compensatory education, corrections and bilingual education. The 1990 newsletters will center on the rural/urban themes and vocational education for probationers. Information gathered by Center researchers and others in the field is highlighted.

Conferences. *Assisting At-Risk Youth and Adults Through Vocational Education Programs*, a one and a half-day workshop preceding the American Vocational Association Convention, will take place November 30 and December 1,1989 in Orlando, Florida. Participants include state and local administrators of vocational special needs programs, special needs educators, counselors, and others interested in vocational special needs programs for youths and adults.

National Institute. *A National Institute: Building Linkages for At-Risk Youth and Adults through Vocational/Technical Education* was conducted in late September, 1989. A second institute is planned for February, 1990. The institutes were designed for teams of state leaders to develop action plans that address the needs of at-risk youth and adults in secondary and postsecondary vocational education programs. During the institute, each team is assisted to develop a plan specific to their identified needs. Teams will receive technical assistance to implement and evaluate their plans for a year following each institute.

TASPP Briefs and Resource Guides. During the current year, TASPP is developing a series of six research and resource papers called *TASPP BRIEFS*. The first *BRIEF* provided succinct information from the latest research reports on the at-risk student. The second *BRIEF* described "What Works in Vocational Education for Students who are At Risk." Other *BRIEFS* will focus on the critical issues of teen parents, students with limited English proficiency, and at-risk persons in the corrections system.

Resource and Referral Service. TASPP staff is available to assist practitioners and others interested in vocational education of students with special needs. To contact the staff call (217) 333-0807 or write, TASPP, University of Illinois, Room 345, Education Building, 1310 S. 6th St., Champaign, IL 61820.

APPENDIX A

TASK FORCE FOR TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP)

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FEATURED PRESENTATIONS

Title: Ruminating About Exceptional Youth and Career Opportunities

Dr. Harry Dahl
Department of Education
3130 8th Street East
Saskatoon, SK
Canada 57K 2H6

Description: This presentation and disucssion will be about the Canadian labor market and its implication for disabled persons.

Facilitating Co-Worker Interaction with Persons with Autism

Dianne E. Berkell
Department of Special Education
C.W. Post Campus, Long Island University
Brookville, New York 11548

Issues, concerns, and practices related to the social interaction of persons with autism at the work place will be addressed in this session. Results of a 1989 study comparing co-worker perceptions and attitudes to the types, frequency, and duration of their interactions with workers with autism will be discussed, highlighting implications for educational programming. Emphasis will be directed toward promoting strategies for increased interaction through the improvement of attitudes toward people with autism.

Title: Challenges for Career Education in the 1990's

Dr. Donn Brolin, Professor/Project Director
LCCE/Employability Enhancement Project
111 Townsend Hall
University of Missouri-Columbia
Columbia, MO 65211

Description: This presentation will review what we've accomplished in the past 20 years since the introduction of the career education concept and then present a list of challenges and ideas for better meeting the needs of students with special needs in the 1990s.

Title: Legislative Issues and Concerns Relating to Special Needs Populations

Dr. Gary Meers
Division of Vocational Special Needs
University of Nebraska at Lincoln
Lincoln, NE 68508-0515

Description: This session will review the components of the most current pieces of federal legislation as they relate to special needs students. The Americans With Disabilities Act will be analyzed for implications for future delivery needs in the areas of transportation, support services, and life options.

The two proposed pieces of federal vocational legislation (HR 7 and SB 658) will be discussed and a plan of action developed for use back in the participants local setting.

Title: "National Study of High School Programs for Handicapped Youth in Transition -- What's Happening in Career Development and Transition Education"

Gary M. Clark, Ed. D.
Professor, Department of Special Education
University of Kansas
Lawrence, Kansas 66045

Abstract: This session summarizes the findings from the National Study of High School Programs for Handicapped Youth in Transition completed in September, 1988. Specific findings and issues related to career development and transition education for handicapped youth will be emphasized.

Issues in Career/Vocational Programming for Culturally and Linguistically Different Exceptional Students

Dr. Placido Atruto Hoernicke
Professor of Special Education
Fort Hays State University
Hays, KS

The session will focus on a number of issues that impact the career/vocational development of culturally and linguistically different exceptional students. A prospective on programming for these students, the preparation of teachers, and the literature related to culturally and linguistically different exceptional students in special education will be presented.

Title: The Rural School Connection: Meeting the Career/Vocational Programming, Planning, and Transition Needs of Handicapped Youth in Rural Communities.

James Kline, Work experience Coordinator
Heartland Education Agency
608 Greene Street
Adel, Iowa 50003
(515) 465-4989

Yvonne Riesen, Parent Coordinator
Heartland Education Agency
6500 Corporate Drive
Johnston, Iowa 50131
1-800-362-2720

Session Description: This presentation will provide teachers, administrators, support personnel and parents with a multitude of diverse activities co-developed and inplemented by educators and parents to address the career/vocational and transition needs of handicapped youth in rural communities. The presentors will share with the audience the activities, materials and strategies employed in working with rural districts, parent groups, educators, and adult providers to increase the understanding of career/vocational education and transition planning.

Employment Status and Options of Rural Multicategorical Resource Students Following Graduation.

Dr. J. M. Blackbourn
Stephen F. Austin State University
SFA Box 13019
Nacogdoches, Texas 75962-3019

Dr. Dale Baum
Iowa State University
N131 Logomarcino Hall
Ames, IA 50011

Mrs. Mary Maloney
Stephen F. Austin state University
SFA Box 4954
Nacogdoches, Texas 75962

This study examined 500 rural, mildly handicapped high school graduates in four states. Program graduates from 1980-1988 were examined in relation to independent living, employment, and post graduate training. Recommendations for program modification based upon research findings are provided.

EXPLORING LIFE OPTIONS IN RURAL AMERICA

Marilyn R. White,Ph.D., Principal
Ten Sleep Schools
Box 105
Ten Sleep, WY 82442
Employer: Washakie County School District #2
Ten Sleep, WY

Sandra Bishop, Vocational Consultant
P.O. Box 112
Thermopolis, WY 82443
Employer: Northwest Board of Cooperative Services
Thermopolis, WY

This session will focus on two aspects of career programming: a presentation dealing with the implementation of a full service Career Transition Program for handicapped and disadvantaged students in a rural school with total enrollment of 130 students; a presentation of the design and implementation of a Career Fair intended to supplement career education development and the provision of life options for exceptional individuals.

VOCATIONAL ASSESSMENT

"Vocational Evaluation as a Means to Enhance Employability Skills and Career Development-An Alternative Approach to CBVA"

Carol Ellington

Resource Specialist, Hillsborough Co. Public Schools Phone (813) 973-0238
and PhD Student, University of South Florida, Dept. of Vocational Education
49 Suncoast Blvd., Zephyrhills, Florida 34249

Andrew Weaver, Vocational Evaluator, Muscogee County School District,
539 Brown Avenue, Columbus, Georgia 31906

This Presentation will define and demonstrate the various steps of Vocational Evaluation, incorporating medical, psychological, social, vocational, educational, cultural a and economic data to enhance career development and employability skills of at-risk special needs students.

Transition-Related Assessment, K - Grade 12: Practical Applications

Clint H. Isbell, Associate Professor
Department of Industrial Education
G-01 Tillman Hall
Clemson University
Clemson, SC 29634-0711.

G. Franklin Elrod, Assistant Professor
Special Education Program
Department of Elementary and Secondary Education
400 Tillman Hall
Clemson University
Clemson, SC 29634-0709.

Session Description: This session will share with participants the results of current efforts at Clemson University to design practical, instructionally relevant transition-related assessment instruments. These instruments, for use with mildly handicapped students, are geared for application by special educators and school psychologists. Numerous handouts will be provided, including copies of the assessment tools and samples of corresponding IEP annual goals and short-term objectives.

Title: Learning Styles - An Assessment Tool for the Transition of Mildly Handicapped and Disadvantaged Students into the World of Work

B. Lu Nations
Related Vocational Instruction Specialist
Griffin High School
1617 W. Poplar St.
Griffin, GA. 30223
H - (404) 599-3560 W - (404) 228-8641

Dr. Michael J. Williams
Department Chairman - Industrial Arts Department
School of Technology
Central Connecticut State University
New Britain, CT. 06050

This presentation will emphasize an innovative way to determine a student's learning style through the use of a computerized learning style inventory. The presentation will describe how to appeal to the handicapped and disadvantaged learner through audio-visuals so non-learners or low readers have less of a problem during evaluation and are more easily vocationally assessed. This new way of determining disadvantaged and handicapped students'learning styles will have broad appeal to the learner by emphasizing how he can be successful in vocational programs by the effective use of his strongest learning style. Also by understanding "his way" of learning, the student can be more successful in the world of work.

VOCATIONAL INTEREST ASSESSMENT FOR MILD/MODERATE HANDICAPPED SECONDARY STUDENTS

Freddie W. Litton, Ed.D.
Professor of Special Education
and Habilitative Services
Department of Special Education
and Habilitative Services
University of New Orleans
Lakefront
New Orleans, LA 70148

Anthony F. Rotatori, Ph.D.
Dean, Graduate School of Education
Fairfield University
Fairfield, CT 06430

This presentation will (1) discuss and present a rational for vocational interest assessment; (2) review and critique current available assessment instruments; and (3) provide specific strategies for developing and incorporating vocational interests into curricula. In addition, a handout of available assessment instruments will be distributed.

Title: Implementing Curriculum Based Vocational Assessment

Dr. Nancy Hartley
Colorado State University
Education 207
Fort Collins, CO 80521

Dr. Brian Cobb
Colorado State University
Education 207
Fort Collins, CO 80521

Jean Lehmann
Colorado State University
Education 207
Fort Collins, CO 80521

Description: The major purposes of this session are to: (1) provide an overview of the Curriculum Based Vocational Assessment Model; (2) present the competencies and teacher training modules that have been developed for this model; and (3) describe how this model has been implemented at the secondary level, Denver Public Schools.

IMPLEMENTATION AND VALIDATION OF THE LIFE-CENTERED CAREER EDUCATION CURRICULUM PROGRAM

Dr. Donn E. Brolin, Project Director/
Professor

Dr. Robert Loyd, Project Coordinator/
Assistant Professor

University of Missouri
Department of Educational & Counseling
Psychology
111 Townsend Hall
Columbia, Missouri 65211

Dr. Rick Roessler, Research Scientist/
Professor
University of Arkansas
Arkansas Research & Training Center in
Vocational Rehabilitation
348 N. West Avenue
Fayetteville, Arkansas 72701

Dr. Tian-way Sheu
Dean
National Taiwan College of Education
Changhua City, Taiwan 500
Republic of China

This session overviews a research project that demonstrates the positive impact of the Life-Centered Career Education Curriculum Program on special education students' transition from school-to-work and community living in selected school districts across the United States and in Taiwan.

Career Development for Adult Offenders with Mental Retardation

Jane N. Hall
Mental Health/Mental Retardation
Georgia State Prison
Reidsville, GE

This session will provide an overview of the current status of special programs for adult offenders who are mentally retarded. Emphasis is placed upon the unique aspects of comprehensive, career-oriented special education services within correctional settings including evaluation strategies for multifaceted interventions.

Title: Utilization of Strategies in Career Education for Students with Handicapping Conditions

Donna Kearns, Assistant Director, Missouri LINC
Departments of Special Education and Practical Arts
and Vocational-Technical Education
University of Missouri-Columbia
401 E. Stewart Road
Columbia, MO 65211

Description: This presentation will focus on specific techniques which might be utilized when infusing career education into the classroom. Participants will examine a number of strategies and methods of including them in individual lesson plans. Research in strategy training, cognitive strategies, strategies to motivate, designing games for strategy learning, and introducing new materials through the use of strategies will be discussed. A short videotape demonstrating sample strategies developed by teachers will conclude the presentation leaving a short period of time for discussion and practice.

Title: Destiny Calls Special Needs to Follow Equity's Torch

Larry Baran, Special Education Vocational Instructor
Homewood-Flossmoor Community High School
999 Kedzie Avenue
Flossmoor, IL 60422-2299

Description: Our simulated work model has become a catalyst for national awareness. This presentation and video show the integration of the special needs students' contribution of floral designs to the Vice-President's Inaugural Reception. Vice President Quayle's visit to our high school to thank the special needs students demonstrates his commitment to our industry.

Rx: INTERVENTIONS FOR RETRIEVAL OF AT-RISK STUDENTS IN VOCATIONAL EDUCATION

Dr. Linda L. Buck
Vocational Special Education Coordinator
Southeast Career Center
3500 Alum Creek Drive
Columbus, OH 43207

Dr. R. Kirby Barrick
Professor, Agricultural Education
The Ohio State University
2120 Fyffe Road
Columbus, OH 43210

Vocational education at-risk students will be defined based on the presence of one of 15 situations. Crisis theory discussion will lead to specific solutions for various disadvantaged and handicapping situations experienced by vocational students.

PREPARING FOR THE FUTURE BY LEARNING ABOUT THE JOBS IN THE COMMMUNITY WHILE WRITING A BOOK USING THE FOXFIRE APPROACH

Rose Baugher
Danny Woody
Stephen Moose
Rodney Woody
Carrie Gilreath

Woody Gap School
Rt. 1 Box 95
Suches, GA 30572

Are you tired of the same teaching routine, or are your students tired of their boring old books? We were, but not now. We are doing a project that is interesting and fun. We are making a book about all the jobs in our community using The Foxfire approach. We, the students, are in a high school interrelated resource class. We all are having fun and learning a lot about jobs, interviewing techniques, writing, and much more. If you are wanting to find out more about the Foxfire approach, writing methods, interviewing techniques, and project ideas, then come see us. (This session description was written by one of the students involved in the project. The students will also be making the presentation and will be happy to answer any questions.)

The Career Management Plan

Mary E. Cronin, Associate Professor
Department of Special Education
University of New Orleans
New Orleans, LA

Dominick Palmisano, Assessment Teacher
St. Bernard Parish
New Orleans, LA

This session will describe how the use of a Career Management Plan for mildly handicapped adolescents can be used as a comprehensive management tool in a curriculum delivery system. Included in this discussion will be the development and implementation of the Career Management Plan highlighting three important phases of the plan: assessment, life skills curriculum, and community vocational training.

ThinkBank Learning: Teaching the Art of Life-Long Learning

Alice D'Antoni
Education Rx Associates
4649 Backgate Property
Myrtle Beach, SC 28577

ThinkBank Learning (TBL) is a developmental and instructional program for teachers and other educational professionals. TBL provides teacher tools, methods, and techniques through the learning process of students focusing on three components: (1) metacognitive processes, (2) storage, organization, and retrieval of learned material, and (3) character and work ethic development in the workplace today and in the 21st century.

Affective Strategies for Teaching Career Education: Personal-Social Skills for Students with Behavioral and Emotional Problems

Laura Mohr
Lexington School District Three
Batesburg, SC

Students with behavioral and emotional problems often cannot get to keep jobs because of the lack of personal-social skills. Examples of practical activities will be provided that can be used by classroom teachers, vocational and rehabilitation counselors, and school psychologists to teach personal-social adjustment.

Occupational Education Project for Students Who Are Learning Disabled

Mary Evelyn Smith
Southside High School
Greenville, SC

The Occupational Education Project booklet, developed through a statewide Education Improvement Act grant, was designed to facilitate acquisition of vocational skills for LD self-contained students. The project contains three modules which enable the student to practice: (1) work skills, habits, and attitudes, (2) analysis of specific jobs, and (3) work experience, a practical application of the skills acquired.

Preparation for the Real World

Jodi Johnson, Assistant Professor/Assistant Director
LCCE/Employability Enhancement Project
University of Missouri-Columbia
Columbia, MO

This presentation will focus on assessment and instructional materials designed to prepare students for the real world. Focus at the junior high level is on behavioral and social skills. At the high school level materials are designed to prepare students for training in specific vocational programs based on DOT guidelines.

Involving Students with Special Needs in Church Related Activities to Enhance Social Skill Development

Sandra K. Squires, Associate Professor
Department of Special Education and Communication Disorders
University of Nebraska at Omaha
Omaha, NE

The Episcopal Diocese of Nebraska actively promotes the involvement of youth with special needs in its statewide youth program. This presentation will highlight ways that these youth have been involved in the planning, taking leadership responsibility, and speaking at these events. The techniques to involve adults in supporting this process will also be described.

Exemplary Programs in South Carolina

Larry Kortering, Assistant Professor
Clemson University
Clemson, SC

Leah Mitchell
Wade Hampton High School
Greenville, SC

Sandi Merriman
Broome High School
Cowpens, SC

This session will feature three programs in South Carolina; (1) a university-based career education training model, (2) a large unified school district's approach to transition and job coach services, and (3) a small rural school district's approach to supported employment for mildly handicapped students.

A Career Education Curriculum for Secondary Special Education Students

Pat Walter
Southern Prairie Area Education Agency
519 Drake Avenue
Centerville, Iowa 52544

This presentation will be on a Work Experience Program and Curriculum developed over the last five years of work with mildly handicapped secondary students. It will consist of an overview, examples of student experiences and a discussion period.

EMPLOYMENT TRAINING

Transition of Students with Severe Disabilities from School to Work A continuum of Services Model

Wayne Tiritilli, Ed.D.
Specialist/Vocational Programs
Special Education Department
Dallas Independent School Ditrict

Dale Kennedy, M.S.
Job Development & Placement Teacher
Special Education Department
Dallas Independent School District

E.D. Walker Special Education Center
Room 236
12532 Nuestra Drive
Dallas, Texas 75230
(214) 490-8701

An overview of a successful supported employment program for severely mentally retarded students, 18 to 22 years of age, will be presented. The details of a cooperative training program for handicapped students between the Special Education Department of an Independent School District and the Business community in a large urban be discussed.

Title: Project STRIVE: A Work Experience Program

Mary Hunkin
Gwinnett Vocational Center at Oakland
990 Mcelvaney Lane
Lawrenceville, GA 30243

Description: This session will describe an effective work experience program operating in the Atlanta area. For those interested, a visitation will also be available on Friday morning of this program.

TITLE: "EARLY ENTRY EMPLOYMENT ORIENTATION"

Alexander DeNoble, Ed.D.
Director of Special Needs
Hudson County Area Vocational-Technical Schools
8511 Tonnelle Avenue
North Bergen, N.J. 07047

A unique high school vocational shared time program has been offered to "overaged" classified and disaffected elementary school pupils. Participants have the opportunity to experience four different "hands on" vocational mini courses on a rotational basis each year.

Title: Career Development for the Gifted

Michael C. Pyryt, Ph.D.

Department of Special Education
West Virginia College of Graduate Studies
Institute, West Virginia, 25112

Session Description. This session provides a model career development program for gifted individuals. Instructional strategies are presented for each for the following components: self-awareness, self-concept development, interpersonal effectiveness, sex-role awareness, and time/stress management.

A CLASSROOM EMPLOYMENT PREPARATION MODEL FOR TEACHERS OF HIGH SCHOOL STUDENTS WITH SEVERE HANDICAPS

Julia Hightower
Project Director
Utah Community-Based Transition Project
1078 Annex
Department of Special Education
University of Utah
Salt Lake City, UT 84112
(801) 581-8033

The Utah Community-Based Transition (UCBT) employment preparation curriculum utilizes an ecological model for employment preparation of high school students with severe handicaps that is based upon successful post-school community job placement. The functions of the UCBT employment preparation model are: 1) matching student interest with potential jobs in the community, 2) assessing work and work related skills, 3) developing support for the individual student's family, 4) ensuring access to needed service programs, and 5) training and job placement prior to graduation.

Session Title: Integrated Education and Community-Based Functional Instruction: Putting It All Together

Dr. Michael Peterson
Director, Developmental Disabilities Institute
Wayne State University
6001 Cass, room 285
Detroit, MI.

Dr. Sharon Field
Transition Consultant, Developmental Disabilities Institute
Wayne State University
6001 Cass, room 285
Detroit, MI

Session Description: How do we provide both integregated education in regular classes and functional and community-based instruction? Do we have to choose between the two? We do not believe so. This session will present information on models and strategies for providing both functional and integrated education for students with disabilities at the elementary, middle school and high school levels.

STUDENTS WITH MILD HANDICAPS NEED SUPPORTED EMPLOYMENT, TOO!

Patricia L. Patton, Ed.D., Professor
San Diego State University
Department of Special Education
Project WORK
6310 Alvarado Ct.
San Diego, CA 92120

Lonnie Kaufman, M.A.
Vocational Rehabilitation Counselor
Career Development Services
San Diego City Schools
San Diego, CA

Ken Kroft, M.A.
Vocational Teacher and Job Developer
Lincoln High School
San Diego City Schools
San Diego, CA

A supported employment model for students with mild handicaps will be presented. Included will be strategies for early Vocational Rehabilitation referral, intensive job coaching in part-time employment sites, and parent involvement. Student and employer demographics will also be discussed. Printed guidelines for teachers, parents, counselors, etc. will be provided.

Title: Program Visitation to Project STRIVE Work Sites

Mary Hunkin
Gwinnett Vocational Center at Oakland
990 Mcelvaney Lane
Lawrenceville, GA 30243

Description: The presenter will meet with a group who are interested in an on-site visit to Project STRIVE work sites. Ms. Hunkin will supply transportation for up to 28 people.

Community Based Job Training Program

Deborah E. MacGinnis
Lee Kimball
Project Coordinators
Volusia County School Board
Hillcrest School
1200 Second Ave
Daytona Beach, FL 32014
(904)-253-0193 or (904)-252-3749

Session Description

This presentation describes community based occupational training for 115 students, ages 14-21, with moderate to severe mental handicaps. The program includes a video on community-based education for the transfer of occupational and daily living skills from the classroom to the work site.

Incorporating Dual Diagnosis Students into a Work Program: Setting Up and Operating S.T.R.I.V.E. Work Sites

Mary Hunkin and Cheryl Heidgt, Program Instructors
S.T.R.I.V.E. Program
Gwinnett Vocational Center
990 McElvaney Lane
Lawrenceville, GA 30245

Setting up appropriate job sites for autistic and other dual diagnosis needs is a challenge for us all. The S.T.R.I.V.E. Program has incorporated those unique situations within their regular public school supported work settings.

PREPARE FOR SUCCESS

Jim Heiden
Cooperative Educational Service Agency #1
2930 South Root River Parkway
P. O. Box 27529
West Allis, WI 53227

This program demonstrates that effective partnerships between parents, schools and communities can be developed. The sectional will highligh components of the project which addresses the need to involve handicapped students in career/vocational development at the middle school level (7/8th grades).

Special Education and Vocational Rehabilitation: Collaboration Through Supported Employment Personnel Preparation

Dr. John S. Trach, Project Director
The Illinois Supported Employment Project
University of Illinois at Urbana-Champaign
110 Education Building
1310 South Sixth Street
Champaign, IL 61820

This presentation describes a joint effort between special education and vocational rehabilitation in preparing professionals to direct supported employment programming. Program evaluation is proposed as the means for describing supported employment programs, identifying needs, and enhancing communication between professionals.

IT'S HAPPENING IN KANSAS: COLLABORATIVE INTERAGENCY PARTNERSHIPS FOR TRANSITION TRAINING

Betty T. Horton, Ph.D.
Project Coordinator,
Career-Transition
Preservice
University of Kansas
3150 Haworth Hall
Lawrence, Kansas 66045
864-4954

Bonnie Jones, M.S.
Transition Specialist
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-2515

Gabe Faimon, M.P.A.
Commissioner
Vocational
Rehabilitation
Services
300 SW Oakley
Topeka, Kansas (913)
66686
(913) 296-3911

A new collaborative partnership has been forged between the Kansas State Department of Social and Rehabilitative Services (RS), the Kansas State Department of Education (KSDE) and the University of Kansas (KU). Coordinated training efforts provided to multi-agency personnel throughout the state of Kansas enable teams of professionals to develop a shared understanding of the career-transition process and the role each agency is to assume.

Title: Business/Industry-Education Partnerships: Implications for Special Education

Presenter: Jeanie Jacobs
George Washington University
Department of Teacher Preparation
and Special Education
3201 G Street, N.W.
Suite 524
Washington, D.C. 20052
(202) 994-6170

Session Description: This session will describe a variety of business/industry - education partnerships. Results from a pre-post test survey of educators" knowledge of and attitudes towards business-education partnerships conducted during a summer institute will be shared.

DEVELOPING PARTNERSHIPS: TRANSITIONAL PLANNING FOR "THE COMMUNITY"

Sherri Strawser, Ph.D.
Department of Special Education
University of Utah
221 Milton Bennion Hall
Salt Lake City, Utah 84112

Cyndi Crabb, M.Ed.
Department of Special Education
University of Utah
221 Milton Bennion Hall
Salt Lake City, Utah 84112

This presentation addresses the process of inter-organization collaboration to improve community awareness of transitional issues and insure transitional success for handicapped, disadvantaged, or at-risk students. Models that facilitate collaborative relationships with community agencies will be presented and critiqued.

SUPPORTED EMPLOYMENT AND THE COMMUNITY WORK COUNCIL: A COLLABORATIVE APPROACH TO PROVIDING SERVICES

Joseph E. Beliveau
Supervisor, Special Needs Programs
Union Township Public Schools
Union, New Jersey

This session will outline a federally funded project to provide supported employment to TMR students and those classified as eligible for day training. The project involves the county Association for Retarded Citizens (ARC) and local school districts. The movement of four students from school to work will be reviewed, along with the problems encountered and solutions arrived at. Another aspect of the project is the formation of a Community Work Council. The CWC is designed to provide supported employment and combines the efforts of sixteen county agencies or service providers in attaining their goal.

Education and Business Working Together to Improve Life Options for Special Education Graduates

Margit Meissner, Transition Coordinator
Montgomery County Public Schools
850 Hungerford Drive, Room 230
Rockville, Maryland 20850
Tel. 301-279-3022

Richard Luecking, President
TransCen, Inc.
230 North Washington Street, Suite 200
Rockville, Maryland 20850
Tel. 301-424-2002

Education, private enterprise and community agency collaboration to create an industry-based employment support model to improve life options of special education graduates.

The Way It Ought To Be: Interagency Collaboration for Work Experience and Transition

Linda A. Lewis
Work Experience Co-ordinator
Transition Co-ordinator
Area Education Agency 6
Marshalltown, Iowa 50158
(515) 752-1578

This session will discuss the barriers to interagency collaboration and examine possible methods to overcome such difficulties. The session will address how three agencies (Job Training Partnership Act, a Community Action Program, and the intermediate education unit) collaborated to eliminate duplication of services to special needs secondary students. This collaborative effort resulted in a streamlined program which provided a more extensive continuum of work experience services to a greater number of students.

PROJECT H.O.T.E.L.: A COLLABORATIVE EFFORT OF THE PUBLIC AND PRIVATE SECTORS

(Hotel Occupations Training for Employment and Leadership)

Dr. Steven Banks
Director of Special Education
Montgomery County Intermediate Unit
1605B West Main Street
Norristown, PA 19403

Mr. Benjamin Fusco
General Manager
Guest Quarters Hotel
Plymouth Meeting, PA 19462

Mrs. Jeannette F. Maitin
Supervisor of Vocational Services
Montgomery County Intermediate Unit
1605B West Main Street
Norristown, PA 19403

Mr. Carmen Martire
Teacher
H.O.T.E.L. Program
Central Montgomery County Area Vocational Technical School
Plymouth Road and New Hope Street
Norristown, PA 19401

A panel of representatives from the Valley Forge Hotel Association and the Montgomery County Intermediate Unit will present through discussion and a video, their unique partnership program which trains mild and moderately disabled individuals, ages 16 - 21, for jobs in the hotel industry.

TRANSITION

Transition of the Hearing Impaired Population: Some Where to Know Where

John W. Struck
Transition Specialist
Mountain Plains Regional Resource Center
Drake University
Des Moines, Iowa 50311

This session will overview a project that investigated issues and interventions relating to the transition of hearing impaired individuals birth through adulthood. The project is entitled,Transition Issues and Interventions for Hearing Impaired (TIIHI) and consists of two phases.

A Follow-up Study of Former Students with Mild and Moderate Retardation: Current Life Status and Person-Environment Factors Associated with Post-School Success

Fred Bieck
Consultant, SPED Office
Department of Education
301 Centennial Mall
Lincoln, NE 68509

The Nebraska Department of Education conducted this study to examine the current life status of relatively recent former students with mild and moderate mental retardation from the perspective of post-school success. Numerous variable of post-school success and the factors associated with success were studied.

These results suggest that to the extent that education improves students' skill levels and to the extent that it is community-based and functionally-focused, education is strongly associated with post-school success of former students. Parent behavior is also associated with post-school success of these students.

Career Planning: A Multi-Faceted Approach at the Secondary Level

Ms. Elaine Biery
Community Based Instruction Resource Teacher

Brennan Mahoney
Transition Services Project Director

Mike Grange
Transition Teacher
Transition Services Project

Ms. Judy Schatzman
Transition Teacher
Transition Services Project
725 University Blvd. S.E.
P.O. Box 25704
Albuquerque, New Mexico 87125

Rod Van Dyke
Vocational Assessment Specialist
Career Development Program
District Diagnostic Center
2700 Arizona N.E.
Albuquerque, New Mexico 87110

This session describes the models and procedures for the Community Based Instruction Program, Transition Services Project, and the results of four years of follow-up studies of special education students within the Albuquerque Public Schools. The presentation incorporates the use of slides, an overhead projector and several handouts.

BUILDING STRONG FOUNDATIONS FOR SUCCESSFUL TRANSITIONING

Name: Gary Garrett - Rehabilitation Counselor
Address: 6780 Metropolitan
Colorado Springs, CO 80911
Employer: Colorado School for the Deaf and the Blind
Colorado Springs, CO 80903

Name: Mary Lou Wright - Community-Based Instruction Coordinator
Address: P.O. Box 138
Divide, CO 80814
Employer: Colorado School for the Deaf and the Blind
Colorado Springs, CO 80903

Name: Nathan E. Sims - Vocational Supervisor
Address: 4095 Host Ln.
Colorado Springs, CO 80917
Employer: Colorado School for the Deaf and the Blind
Colorado Springs, CO 80903

A number of concepts, programs and services are involved in the transitioning of young adults with special needs from school to work and community living. Topics will include evaluations, evaluation of employability skills, coordination of academics and vocational education, coordination of adult services, community-based training, supported transition, parent-family involvement and vocational rehabilitation linkage.

Vocational Preparation and Transition = Career Success for Special Needs Students in Orange County

Claire Blanchard
Special Needs Coordinator
Mid-Florida Tech.
2900 W. Oak Ridge Road
Orlando, Florida 32809
Work phone: (407) 855-5880,x286
Orange County Public Schools

Jeannie Macaluso
Hospitality Teacher/Work Study Coordinator
Evans High School
4949 Silver Star Road
Orlando, Florida 32808
Work phone: (407) 293-4900
Orange County Public Schools

For Special Needs Students in Orange County, the transition program begins in high school with business partnerships in which students receive on-the-job training. Upon graduation, job-ready students may enroll in a post-secondary cooperative education class. Other options will be discussed for students who are not job ready.

A Statewide Approach to Transition from School to Adult Life

Patricia L. Sitlington, Ph. D.
Consultant: Career/Vocational Ed. for the Handicapped
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319

This session will present information on: (a) Iowa Transition Initiative; (b) Statewide Follow-up Study; (c) Transition specialist positions; (d) Parent Handbook; (e) Transition Strategies Project; (f) Summer Workshops in Career/Vocational Programming; and (g) Interagency Transition Project for Moderately/Severely Handicapped. Materials will be provided on each project.

CASE MANAGEMENT: A NEW APPROACH TO PROVIDING TRANSITION SERVICES FOR AT-RISK VOCATIONAL EDUCATION GRADUATES

Bruce Leney
Itinerant Resource Teacher
Prince George's County Public Schools
Laurel High School
8800 Cherry Lane
Laurel, MD 20707

Debra A. Neubert
Assistant Professor
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742

Uma Krishnaswami
Transition Project Coordinator
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742

Carie Rothenbacher
Project Director-School Based Vocational Evaluation Program
Department of Teacher Preparation and Special Education
The George Washington University
2201 G. Street, NW
Washington, DC 20020

A model for providing post-secondary case management services to at-risk vocational education graduates will be described. Follow-up data concerning employment and community adjustment outcomes for the group will also be presented.

Project LINK: A College-Based Transition Program for Non-College Bound Postsecondary Mildly Handicapped Youth

Marjorie T. Goldstein, Assistant Professor
Director, Project LINK
Department of Special Education and Counseling
William Paterson College of New Jersey
Wayne, NJ 07470

This session will provide an overview to Project LINK. The three components of the program - instruction, work, and social/recreational activities - will be described. Likewise, characteristics of the members and mentors who participate in LINK will be discussed. Particular emphasis will be placed on defining the specialized mentoring roles that undergraduate students undertake. Highlights of memorable member/mentor activities will be shown.

TRANSITION AND EMPLOYMENT: HELPING PARENTS THROUGH THE MAZE

Joel M. Levy
Executive Director
Young Adult Institute
460 West 34th Street
New York, NY 10001

Jerry Weinstock
Project Specialist
Young Adult Institute
460 West 34th Street
New York, NY 10001

This presentation will provide professionals who work with parents of individuals with developmental disabilities with a comprehensive training system for helping parents answer crucial questions related to transition and employment.

TITLE: A National Study: Components of Individual Transition Plans

Warren White
Special Education
College of Education
Bluemont Hall
Manhatten, KS 66506
(913) 532-5542

Jeanne Repetto
OCDSP
110 Education
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-2325

Dale Snauwaert
Transition Institute
110 Education
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-2325

In this presentation information, pertaining to the components on Individualized Transition Plans (ITP), gathered on a national level will be discussed. Uniformity across states pertaining to such components as age to begin transition planning, planning team members, support services addressed during planning, and methods of recording planning will be shared with participants.

PROJECT T.I.P.S. (TRANSITIONAL INSTRUCTION FOR PROFESSIONAL SUCCESS) - A MODEL PROGRAM FOR TRANSITION FROM COLLEGE TO THE WORKPLACE

Dr. Judith Smithson, Coordinator & Project Director
Office of Disability Concerns

Beth Ruddy, Project Supervisor
Project T.I.P.S.
Illinois State University
207 Hovey Hall
Normal, Illinois 61761

Project T.I.P.S. (Transitional Instruction for Professional Success) is a model program funded by the U.S. Dept. of Education - Rehabilitation Services. The program is designed to serve college students who have severe communication deficits which may be associated with a variety of disabilities. Students in the program are instructed in the use of appropriate equipment to accommodate their disabilities in the workplace and are given the opportunity to prove their abilities through two internships. The program strives to provide a comprehensive program of employment readiness and entry into employment throught the use of coordinated community resources.

RELATED

The Use of Non-cognitive Variables to Affect Retention of Black Engineering Students at a Predominantly White University

Janine Anthony, Clemson University, Program for Engineering Enrichment and Retention.

Jacqueline Greene, M.Ed., Atlanta, Georgia.

Susan J. S. Lasser, M.Ed., Director, Program for Engineering Enrichment and Retention, Clemson University, Clemson, S.C.

William W. Pennscott, E.D., Department of Elementary & Secondary Education, Clemson University, Clemson, S.C.

A panel discussion on experimental use of The Supplementary Admissions Questionnaire, which measures non-cognitive variables affecting retention of African American students, as an assessment and counseling device.

UNCC's Master's Degree in Special Education with a Concentration in Supported Employment.

Dr. David W. Test
Special Education Program
U-N-C-C
Charlotte. NC 28223

Ms. Patricia Keul
Supported Employment Training. Inc.
1351 E. Morehead Street
Charlotte. NC 28204

The poster will contain information regarding courses. course content, and student competencies to be obtained through the Supported Employment Concentration. In addition. student projects/research from the first year of study will be displayed.

Adult Students Low Academic Performance___ Due to LD or FITS?

Wayne Adair
Coordinator of Special Education
302 Meilicke Road
Saskatoon Sask.
Canada S7K 6R1.

An extensive literature review indicates that students with average to above average ability who have experienced Formal Instruction Too Soon (FITS) are signifigantly at-risk to a lifetime of: lower academic achievement, more social/emotional problems, an increased school failure rate and a learning disabled diagnoses. Findings from a recently conducted survey show that ABE students who were relatively young entrants into school continue to show low academic performance as adults. The presentation indicates that the cause of average to above average student's having a lifetime of low academic and social performance is formal instruction too soon not a learning disability.

What Are the Implications of Honig vs. Doe Regarding Work Related Programs?

M. LeRoy Reynolds, Professor
Department of Counseling and Special Education
Central Michigan University
Mt. Pleasant, MI

This will be a discussion session on the issues of expulsion, exclusion, and suspension related to students with disabilities who are placed in work related programs.

Gifted Students Who Do Not Attend College

Paul Retish, Professor and
Nick Colangelo, Professor
University of Iowa
Iowa City, IA 52242

This study investigated students who were identified by their high school teachers as being extraordinary (Exceptional/Gifted). Follow-up interviews were conducted with teachers and identified students. Reasons for student decisions will be presented, along with strategies used by their high school teachers. Conclusions regarding high school programming will be suggested, as well as an examination of the students' options and profiles of non-college attending extraordinary students.

A Challenge for the 90's: Developing Directions for Employment and Employability for the Handicapped

Margaret Burley
Ohio Coalition for the Education of Handicapped Children
Worthington, OH

This session will be primarily a question and answer time with the keynote speaker-looking at recent legislation issues, lobbying efforts, and a parent professional partnership perspective.

TITLE: How To Publish Those Great Ideas & Programs

Dr. Marlene Dick
Division of Special Education
San Jose State University
One Washington Square
San Jose, Ca. 95192-0078

Dr. Frank Elrod
Department of Elementary & Secondary Education
400 Tillman
Clemson University
Clemson, SC 29634

SESSION DESCRIPTION: How to publish your ideas, programs, and research in journals, the DCD Conference proceedings, data bases, etc. An overview of technical writing followed by: research vs. program content, use of APA style, figures and tables, what editors look for, samples.

Appendix A

CRITERIA FOR EVALUATING AIDS/HIV EDUCATION CURRICULUM AND MATERIALS FOR SPECIAL NEEDS POPULATIONS

TITLE: ____

Intended Audience: ____________________________________

Publication date: _____________________________________

Publisher/Source name and address:
____
____
____
____

Reading Level________________

Cost: _______________________

==

CURRICULUM REVIEW

The following list of items is designed as a guide for educators who want to identify and select a quality curriculum to teach special education students about AIDS/HIV. The items address the essential ingredients of good curriculum as well as special considerations for exceptional learners. Each item should be considered a positive aspect of a curriculum; thus, the higher the number of items checked, the better the curriculum.

I. Goals

☐ 1. Are there clearly stated goals?

☐ 2. Are the goals appropriate for special education students?

  ☐ a. students with cognitive disabilities

  ☐ b. students with physical disabilities

  ☐ c. students with sensory impairments?

  ☐ d. students with emotional/behavior problems

☐ 3. Are the goals consistent with the Centers for Disease Control guidelines (MMWR Guidelines for Effective School Health Education to Prevent the Spread of AIDS booklet)?

Comments:____
____
____

II. Objectives

[_] 1. Are there clearly delineated learning objectives?

  [_] a. Are there cognitive objectives?

  [_] b. Are there affective objectives?

[_] 2. Are the objectives designed to lead to the accomplishment of the goals?

Comments:____

____

____

III. Concepts

[_] 1. Are the concepts clearly identified for the particular ability level and age group?

[_] 2. Are all of the relevant concepts addressed?

EARLY CHILDHOOD -

Focus -

[_] reduction of fear
[_] positive feelings about oneself
[_] positive foundation about ones body
[_] appropriate/inappropriate touching
[_] appropriate/inappropriate sharing

Content -

[_] body appreciation
[_] wellness and sickness
[_] friendships
[_] family types and roles
[_] assertiveness
[_] differences between genders
[_] serious diseases for children and adults
[_] avoidances and protections/cautions
[_] appropriate/inappropriate touching
[_] AIDS is hard to get
[_] scientists are working to solve problem

CHILDHOOD -

Focus

[_] resisting peer pressure
[_] family values
[_] body differentiation (pre-puberty/puberty)

- ☐ differentiation between fact and fantasy
- ☐ sexual feelings
- ☐ compassion for people who are ill

Content

- ☐ what is AIDS/HIV infection
- ☐ causes of disease, transmission
- ☐ natural sexual feelings
- ☐ relationship between body parts and function and body parts and disease
- ☐ talking about prevention
  - playing with needles
  - saying no
  - assertiveness

EARLY ADOLESCENCE -

Focus

- ☐ protecting self and others from infection
- ☐ healthy behaviors (rather than medical aspects)
- ☐ establishing a value/belief system
- ☐ affirming such belief system
- ☐ analyzing opposing views
- ☐ respect for others
- ☐ peer pressure

Content

- ☐ sexuality as a positive aspect of self
- ☐ AIDS within the context of sexually transmitted diseases
- ☐ discouraging experimentation with, and use of drugs and alcohol
- ☐ behaviors other than intercourse to express feelings
- ☐ process of decision-making
- ☐ epidemiological information
  - transmission
  - prevalence
  - symptoms
  - consequences
  - treatment
  - prevention
- ☐ condoms, how to use properly, limitations
- ☐ dangers of sharing needles and syringes for any reason: ear pierce, tattoo, steroids, and other blood-contaminated items (razors)
- ☐ information on sterilizing needles and syringes
- ☐ information resources in local community
- ☐ testing (promotes testing and post-test counseling)

☐ information on treatment of drug addiction

ADOLESCENCE AND YOUNG ADULTS -

Focus

- ☐ coping with disease
- ☐ sexually transmitted diseases, including AIDS
- ☐ parenting
- ☐ encouraging the delay of sexual intercourse
- ☐ responsibility to the community
- ☐ coping with death and dying
- ☐ attitudes and beliefs impact on decision making

Content

- ☐ transmission modes, specific behaviors described
- ☐ AIDS and its impact on society
- ☐ manifestations of infection - HIV, ARC, AIDS
- ☐ testing
- ☐ prevention
- ☐ discussing responsibility with sexual partner
- ☐ assertiveness regarding sexuality and drug usage
- ☐ reduction of fears and myths

Comments____

____

____

IV. Scope and Sequence

☐ 1. Will the units of instruction lead to the accomplishment of the objectives?

☐ 2. Is the scope and sequence compatible with the developmental characteristics of the target students?

☐ 3. Does the curriculum specify prerequisite concepts as well as those to be learned?

☐ 4. Does the curriculum provide appropriate learning activities?

☐ 5. Do the curriculum segments follow a logical sequence?

☐ 6. Does the curriculum address pre-conceptions, misconceptions, myths, and fears?

Comments:____

____

____

V. Evaluation

☐ 1. Does the curriculum have an evaluation component, i.e., is there a way to determine whether the curriculum does what it is supposed to do?

☐ 2. Does the evaluation measure the extent to which both cognitive and affective objectives are met?

☐ 3. Is there an evaluation of the AIDS/HIV education program, i.e., the implementation of the curriculum? (See p. 8 of the CDC MMWR booklet.)

☐ 4. Was the curriculum field tested prior to publication and dissemination?

Comments:

VI. Staff Development

☐ 1. Does the curriculum delineate knowledge and skills needed by teachers?

☐ 2. Does the curriculum provide suggestions for special educators to work with health educators in teaching special education students about AIDS/HIV?

☐ 3. Does the curriculum contain a component that addresses staff development?

☐ 4. Do teachers need to be trained to teach about AIDS/HIV?

Comments:

VII. Parental and Community Involvement

☐ 1. Is the curriculum sensitive to the values of the community in which it will be implemented?

☐ 2. Have parents and community representatives reviewed the curriculum?

☐ 3. Have students reviewed the curriculum?

☐ 4. Have medical personnel reviewed the curriculum?

☐ 5. Have educators reviewed the curriculum?

Comments: ____

VIII. Inter-Agency Cooperation

☐ 1. Does the curriculum contain a component that addresses inter-agency cooperation?

☐ 2. Does the curriculum implementation plan promote inter-office or inter-departmental cooperation?

Comments: ____

Summary

Reviewer's comments: ____

Total number of items checked______

Reviewer's rating: (circle one) 1 2 3 4 5 6 7 8 9 10
poor good

Reviewer: ______________________________ Date: __________

MATERIALS REVIEW

The following items are related to instructional materials aimed at teaching special education students about AIDS/HIV. Check all items that apply to the materials being reviewed.

I. Learner Characteristics

☐ 1. Are the materials designed to match the instructional/ educational level of the target population(s)?

☐ 2. Are the materials appropriate for the target students' developmental levels?

☐ 3. Are the materials age appropriate?

☐ 4. Are the materials oriented toward behavior change rather than just information transfer?

☐ 5. Are the materials adaptable? Are they designed such that the core information can be extracted and adapted for individual students?

☐ 6. Do the materials present a variety of strategies for teaching the same concept?

☐ 7. Are there opportunities for repetition and review?

☐ 8. Are terminology and vocabulary correct?

☐ 9. Is the language appropriate for the target audience?

☐ 10. Is the reading level appropriate for the target population?

☐ 11. Are the materials sensitive to particular features of the target population?

    ☐ a. culture?

    ☐ b. sexual orientation?

    ☐ c. handicapping condition?

Comments:____

____

____

II. Orientation

☐ 1. Do the materials emphasize responsibility and prevention?

☐ 2. Are the materials sensitive to the values of the target community?

[_] 3. Do the materials promote compassion for individuals with AIDS virus?

[_] 4. Do the materials emphasize risk behaviors, rather than risk groups?

[_] 5. Do the materials use generic references, such as "one's partner" - avoiding use of personal pronouns?

[_] 6. Do the materials use appropriate terminology in referring to people with AIDS/HIV infection, e.g., "people with AIDS" rather than "AIDS victims"?

Comments:____

____

____

III. Presentation

[_] 1. Is the design/layout of the material appealing?

[_] 2. Is there effective use of photographs and illustrations, and if so, are they appropriate for the target audience?

[_] 3. Do the materials support the use of a variety of media?

[_] 4. Are the teaching units well-organized?

[_] 5. Are various methodologies for teaching about AIDS/HIV described?

Comments:____

____

____

IV. Content

[_] 1. Do the materials support the objectives of the curriculum?

[_] 2. Do the materials provide accurate and current information?

[_] 3. Are the materials of high interest?

[_] 4. Do the materials promote concept development and generalization?

[_] 5. Do the materials promote reasoning and decision-making?

[_] 6. Are complete, understandable directions for use provided?

[_] 7. Are supplemental materials suggested?

[_] 8. Was the material field tested before publication?

Comments:____

____

____

Summary

Reviewers comments:____________________________________

____

____

____

____

Total number of items checked:_______

Reviewer's rating: (circle one)   1 2 3 4 5 6 7 8 9 10
poor   good

Reviewer's signature_____________________________Date______________